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ABSTRACT

A project studied the feasibility of developing a branch of the Vocational Technical Institute (VTI) to serve special vocational needs of in-school and out-of-school youth and adults. Population figures on handicapped persons in Southeast Kansas were obtained from the literature, educational agencies, and public service agencies. Data were also gathered from interviews with special education/special vocational needs educators on current programs at the VTI they felt their current student population could fit into, educational programs that the VTI could institute to meet student characteristics and local industrial demand, and businesses and resource persons who had positively responded to support of special education/special vocational education. Thirty practicing educators also responded to a mailed survey addressing the first two concerns. An analysis of the job market was then undertaken. Recommendations were made in seven areas, regarding organization of a branch of the VTI to serve postsecondary handicapped students: inservice activities, attitudinal changes, student screening and assessment, special vocational needs coordinator, articulation, building facility, and clearinghouse. Appendixes include the survey instrument, Occupational Demand Survey...in the Nine Counties of Southeast Kansas 1976-1980, and Occupational Survey Summary of Nine County Areas of Southeast Kansas, 1978. (YLB)

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A Study of the Feasibility of the Development
# of a Branch of the
Vocational Technical Institute
to Serve
Handicapped Persons in Southeast Kansas

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Project Director

William Gary Ward, Ed.D., Director
Vocational Technical Institute
Pittsburg State University
Pittsburg, Kansas

Research Associate

Beth M. Bradrick, Ed. Specialist
Vocational Technical Institute
Pittsburg State University
Pittsburg, Kansas

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ACKNOWLEDGEMENTS

The opportunity to participate in an innovative enterprise from its inception is not afforded to many individuals. This particular opportunity, conceived by the creative foresight of Dr. William Gary Ward that the educational system of Kansas could provide an exemplary educational opportunity of a technical nature for post-secondary level handicapped persons, has been a worthwhile undertaking that has provided a rewarding experience to its participants.

Appreciation of the faculty and staff of the Vocational Technical Institute during the year of the research activity cannot be measured in words alone. However, a word of appreciation is hereby expressed to those whose support made the research activity a learning experience as well as a professional undertaking.

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CHAPTER I

INTRODUCTION

Southeast Kansas Demographics

Southeast Kansas, composed of a nine county area, for purposes of this study, includes the following counties; Allen, Bourbon, Cherokee, Crawford, Labette, Neosho, Montgomery, Wilson and Woodson. The geographic region is mainly agricultural in nature. The economic base is agricultural, agri-business, service related, with some industrial and manufacturing concerns located in the area. The region contains five major cities with populations exceeding 10,000.

In the past, a flourishing coal and zinc mining area provided employment for many of the residents of the region. Heavy mining activities of the past depleted the mineral wealth that was readily accessible to prevailing equipment. Population depletion also occurred with the shut-down of mining operations. Recent economic conditions related to energy usage in the United States has aroused interest again in the deep lying coal seams that remain untouched in earlier mining activities. In addition, there has been an increased exploration of the region for natural gas, and oil drilling has been pursued vigorously lately.

The geographic region contains a population of approximately 200,179 persons with 32,855.6 students enrolled in the area educational attendance centers. (Source: Kansas Statistical Abstract, 1979)

Southeast Kansas supports an educational system of twenty-eight unified school districts, six community colleges, one area vocational school with two sites and one university.

Current national trends of industry, and thus the population, to move toward the "Sun Belt" states has had an impact upon this region also. Although it is considered to be marginal in regard to population migration to the more temperate states, there has been an increase in population of Southeast Kansas as small industries settle in the region. (Source: 1980 Census of Population and Housing: Advance Report, 1981)

A steady influx of individuals of retirement age has been noted as persons of this age group seek to relocate in less populous areas; therefore, Southeast Kansas enjoys a strong contingent of persons on retirement and fixed incomes. (Source: Kansas Statistical Abstract, 1979) Southeast Kansas, like the rest of the United States is experiencing a nationally felt lowering of the numbers of school-aged population. A recent research activity on the graduating high school population of Southeast Kansas indicates that those targeted graduates have strong inclinations toward remaining in Southeast Kansas. This preference to continue to pursue adult activities in the region indicates close ties to the local area. The majority indicated a desire to live within a 90 mile radius of their home towns. (Source: Final Report, Matching Unemployment Data with Manpower Needs Data in Southeastern Kansas: Hazel Rockhold, Project Director, 1978)

For purposes of this study, the results of the Rockhold Study would indicate that the Vocational Technical Institute of Pittsburg State

University would be a prime educational outlet for this population given the desire to remain near home towns and the kinds of job opportunities arising out of the economy of the region.

The Vocational Technical Institute, located on the Pittsburg State University campus at Pittsburg, Kansas, currently offers vocational training in ten trade areas. Because of its proximity to facilities of the University campus; such as housing, financial aid, food service, health services, counseling and related support services, it is uniquely situated to consider development of a branch of its facility to serve the educational needs of the population under the consideration of this study.

Statement of the Problem

The purpose of this study was to investigate the feasibility of modifying or implementing trade area programs to meet the educational needs of in-school and out-of-school handicapped persons in Southeast Kansas. This study arose out of the perceived mandate of providing educational opportunities for handicapped individuals until the age of 21 as stated in federal legislation. The question posed dealt with determining the kinds of programs that would best fit the educational needs of this population within a technical setting.

Need for the Study

Since the passage of the federal legislation dealing with the education of handicapped persons, there has been little time provided in which the issues of how best to serve this population educationally could be studied. All too often ideas are brought forth and implemented without having time to lay a sound groundwork for decision making thus endangering the possibility of success.

There is a need for technically oriented educational programs to serve the handicapped population. Students who are identified as falling within the definitions of handicapping conditions on the elementary school level are often placed in vocational programs on the secondary level. These students are the prime target for further educational experiences of technical nature on the post-secondary level, however, the opportunities to meet their educational needs has not yet been developed. Their unique learning needs within the technical setting as exemplified by the Vocational Technical Institute is a possible option for achieving the goal of offering post-secondary educational services to the handicapped population of Southeast Kansas.

In response to a perceived need to respond to the federal mandate of P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973, the Director of the Vocational Technical Institute of Pittsburg State University determined a need to investigate the possibility of developing a branch of the Vocational Technical Institute to serve in-school and out-of-school handicapped persons in Southeast Kansas. The means by which this might be done would be determining the possibility of modifying current on-going trade program areas or through the institution of new trade programs that could be developed to meet the educational needs of and the industrial demands that this particular population might fill.

The means selected to achieve this goal would be an in-depth research undertaking that would be composed of a wide range of activities to provide an accurate informational basis upon which sound decisions could be made. Those research activities would include computer searches for pertinent research materials, review of literature pertaining to the subject matter, data collecting on population figures concerning in-school and out-of-school populations, direct interview of teachers in the special education/special vocational needs fields, development of agency linkages (educational, social service and support), survey activities, on-site visitations to model programs and project proposal development activities.

A final product, in the form of a scholarly project report covering the findings of the research activity would be prepared for submitting to the Vocational Technical Institute administrative section as well as to the Kansas State Department of Education, Vocational Education Division personnel.

OBJECTIVES OF THE PROJECT

The overall purpose of this project was to study the feasibility of developing a branch of the Institute to serve the special vocational needs of in-school and out-of-school youths and adults. This study would be accomplished in cooperation and coordination with the thirteen school district membership of the Southeast Kansas Special Education Cooperative, CETA representatives in Southeast Kansas, Social and Rehabilitative Services and the Veterans Administration.

Support for the undertaking was not taken for granted. Letters of support were solicited and received from the aforementioned agencies.

As this feasibility project was first conceptualized and written, four major objectives were identified and submitted with the proposal. This section of the final report will briefly enumerate and discuss methods utilized toward completion of each of the stated objectives.

Major Objective

What specific populations could be served and what are their unique training needs?

Sub-Objective I.

Determination of the possible specific populations, in-school and out-of-school, that could be served by development of a branch of the Vocational Technical Institute for handicapped individuals.

Activity

A. Contact initiated with Special Education Cooperatives in the nine county geographic region to obtain population figures of in-school Special Education students. Obtaining of statewide figures on the Special Education population in Kansas from the Kansas State Department of Education, Special Education Division.

B. Contact with private and state agencies who serve the out-of-school handicapped population to obtain population data.

Sub-Objective II.

Identification of unique training needs of the specific populations.

Activity

A. On-site interview with Special Education/Special Vocational Needs educators within the area specified in the study. Activity undertaken to collect data on programs that would best fit the students of the current programs underway.

Major Objective

What specific employment demands exist that handicapped persons could fill and what might be the industrial acceptability of the identified populations?

Sub-Objective I.

Identification of the specific employment demands presently existing that handicapped persons could fill.

Activity

A. Solicitation of and compiling of a list of businesses and industries who currently employ handicapped persons in Southeast Kansas.

B. Conference at the Vocational Technical Institute with Menninger Foundation's Project with Industry representatives.

Major Objective

If programs are identified what might be the facility, staff, equipment, instructional materials and supportive service needs? What would be the estimated start-up and on-going operations cost?

Sub-Objective I.

What might be the facility needs of the projected programs?

Activity

A. Accumulation of materials dealing with requirements and regulations governing Section 504 of the Rehabilitation Act of 1973. Coordination of classroom design for housing of the Vocational Institute facility to comply with the needs of handicapped students who might be the projected participants of new programs. Conference on design of a branch of the Institute to provide space for proposed programs to serve handicapped students.

Sub-Objective II.

What might be the staff needs of the proposed programs?

Activity

A. Accumulation of data on proposed staff and personnel to serve handicapped students within the Vocational Technical

Institute including the development of a Special Vocational Needs Coordinator, vocational counseling, and assessment needs for handicapped students.

Sub-Objective III.

What might be the equipment needs of the proposed programs?

Activity

A. Location of and compilation of data pertaining to resources for implementation of programs for handicapped students equipment needs in technical programs.

Sub-Objective IV.

What might be the instructional materials needs of the proposed programs?

Activity

A. Compilation of resource materials related to instructional materials pertaining to implementation of programs for handicapped students in a technical setting.

B. Compilation of in-service material resources to be utilized in organizing workshops, seminars and short courses for educators of handicapped students in a classroom setting.

C. Compilation of a set of data to provide bases for educators to interact with industry and businesses in the promotion of job placement opportunities for handicapped students.

D. Organization of a filing system to contain the data accumulated by the project activities to provide an information basis for use of the Vocational Technical Institute personnel, administration, and faculty.

E. Organization of a directory of service agencies in the Southeast Kansas area who provide support services for handicapped persons.

F. Development of a backlog of national resource agencies and organizations who serve the handicapped population.

Major Objective

What are sources of funding?

Sub-Objective I.

Determination of funding sources for model programs available through resources open to educational programs.

Activity

A. Compiling of information on resources available for demonstration and funding of model programs in Kansas.

B. Development of a file of resources nationwide who provide assistance in development of programs for handicapped persons.

C. Development of data on exemplary programs via ERIC and DIALOG computer search systems.

DEFINITION OF TERMS

The defining of terminology utilized within the text of this document are listed as follows. It is perceived that those who work within the various professions dealing with the targeted population have need to have knowledge about these terms as used by their colleagues in related fields.

For the benefit of those who will have access to this document, the following list of definitions has been developed. These definitions do not constitute a complete list but are those used most frequently in the text of this report.

For a more comprehensive list, a group of resources are cited at the end of this list to which the reader may wish to refer.

Annual Survey

K.S.A. 72-971 states: In order to obtain data necessary for review of the progress, or lack thereof, made in special education services for exceptional children and to assess future needs for providing special education services on a more comprehensive, expert, economic, and efficient basis, it shall be the duty of the Department to conduct an annual survey of the school districts showing the total number of exceptional children within the various categories of exceptionality in the state. The data obtained will determine the amount of money to be encumbered and reimbursement for pupil transportation, teacher transportation, and programs for exceptional children. Personnel lists shall verify the approval of special staff employed.

Developmental Disabilities

P.L. 95-602 establishes the definition as follows: a developmental disability is "a severe, chronic disability of a person which"

(A) is attributable to a mental or physical impairment or combination of mental and physical impairments;

(B) is manifested before the person attains age twenty-two;

(C) is likely to continue indefinitely;

(D) results in substantial functional limitations in three or more of the following areas of major life activity:

  (i) self-care
  (ii) receptive and expressive language
  (iii) learning
  (iv) mobility
  (v) self-direction
  (vi) capacity for independent living, and
  (vii) economic self-sufficiency: and

(E) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are individually planned and coordinated.

No guidelines have been developed from the Developmental Disabilities Office to answer what is a "substantial functional limitation" and what constitutes a "substantial functional limitation in each of the major life activities."

For the sake of clarity, the key to understanding the term lies in the fact that the entire definition is based on a functional approach. That is, a disability is classified by its overt observable impact on the individual, rather than on a medical diagnosis based on internal, organismic structures. Thus, the "Cardinal Rule" for the development of any functional definition is that it should result in measurable, observable criteria by which to judge whether the condition exists.

Such a definition has been offered by Noggs and Henney in their publication, A Numerical and Functional Description of the Developmental Disabilities Population. They state that:

> a substantial limitation is one which effectively prevents (an individual) from performing or requires that he/she receive frequent assistance from other persons or requires the use of devices which are expensive to maintain or replace. (p.14)

This definition offers a two-step criterion for determining whether a substantive limitation exists in a major life activity. First, if the individual is prevented from performing the activity in its entirety, he/she may be said to be substantially limited. This criterion applies both to persons who are profoundly handicapped, and to individuals who for one reason or another are not receiving the services they need. Second, if an individual does perform the activity, the second criterion may be used to determine substantial limitation: i.e., whether the individual requires extraordinary assistance to perform the activity.

This extra assistance may be expressed, "in percent of time or money in excess of that which is normally required." (Boggs & Henney, 1979, p.14)

Dependent Learner

Severely retarded; an individual with severe retardation in intellectual development.

E.M.R.

Educable Mentally Retarded, (semi-independent learner). An individual with moderate retardation in intellectual development.

Exceptional Children

Children who differ in physical, mental, social, emotional or educational characteristics to the extent that special education services are necessary to enable them to progress toward the maximum of their abilities or capacities. This includes both handicapped and gifted children.

Feasibility Study

Organized, planned data collecting activity to determine, via specific objectives, possibility of achieving final overall goal. Feasibility study raises the question as to whether a goal can be effected based on information accumulated from carrying out objectives of the study.

Handicapped Children

Children who are mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, seriously emotionally disturbed, crippled, or who are health impaired and, by reason thereof, require special education and related services. Specific learning disabilities, language impaired, severely multiple handicapped/deaf-blind also included in this category. (As defined in Federal Legislation P.L. 94-142.)

Incidence

The rate at which new cases of an illness or condition appear in a discrete population. It is expressed as a number of persons developing the impairment or condition per unit of population (generally

1,000 or 1,000,000 persons) within a specified time period. Incidence is best suited to describing acute health conditions.

Learning Disabled

Persons who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing; or motor handicaps to mental retardation, emotional disturbance, or environmental disadvantage.

(1) Persons with learning disabilities are those (1) who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, sensory deprivation or serious emotional disturbance.

(2) Persons with learning disabilities are those (1) who manifest an educationally significant discrepancy between estimated academic potential and actual level of academic functioning as related to dysfunctioning in the learning process; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, cultural, sensory and/or educational deprivation or environmentally produced serious emotional disturbance.

Mandate

A legislated requirement for action. In relation to special education services, the mandate requires the provision of special education services for all exceptional children.

Mentally Retarded

The limitation of mental ability which differs in both degree and quality to the extent that special assistance is necessary to aid the individual in the acquisition of understanding and skills for coping with environmental situations. Each mentally retarded individual acquires a range of behaviors which he/she can use in order to perform in other situations. Since mental retardation occurs on a continuum, the ability to perform independently also occurs on a continuum. The dependency levels of this continuum range from independent performance through semi-independent, semi-dependent, and dependent to totally dependent performance.

P.S.A.

Personal and Social Adjustment Problems, (emotional disturbance). Individuals who manifest marked behavior excesses and/or deficits which persist over a period of time. Behavior excesses and deficits include aggressive and/or anti-social behaviors which are intended to agitate and anger others or to incur punishment, inappropriate and/or uncontrolled emotional responses, persistent moods of depression or unhappiness, withdrawal from interpersonal contacts, and behaviors centrally oriented to personal pleasure seeking with little or no regard to the consequences of any acts. These behaviors, if they cannot be explained by intellectual, physical, or sensorial reasons, may be indicative of emotional disturbance, mental illness, or social maladjustment.

Prevalence

The number of persons in a population who have an illness or condition during a specified time period. Prevalence is best suited to describing chronic conditions.

P.L. 94-142

Landmark legislation, the Education for all Handicapped Children Act, whose provisions mandate that, in order to receive funds under the Act beginning September, 1978, every school system in the nation must make provision for a free, appropriate public education for every child between the ages of 3 and 18 (ages 3 to 31 by 1980) regardless of how, or how seriously he may be handicapped. According to this law, priority must be given first to education of the handicapped children who are not receiving special education and second to the most severely handicapped. Responsibility for implementing the provisions of P.L. 94-142 is shared by local, state, and federal governments.

Section 504

Section 504 of the Rehabilitation Act of 1973, so amended: No otherwise qualified handicapped individual in the United States......shall, solely by reason of handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance. Implications have impact on institutions of higher education. (See Guide to the Section 504 Self-Evaluation for Colleges and Universities, Biehl, 1978.)

P.L. 94-482

The 1976 Amendments to the Vocational Education Act of 1963 which expanded the funding formula for special needs programs and services. They increased the percentage of earmarked vocational education funds from 25 percent to 30 percent, with 10 percent going to the handicapped and 20 percent to the disadvantaged.

Special Education

Special education means specially designed instruction which meets the unique needs of an exceptional child. Special materials, teaching techniques, equipment, and/or facilities may be required. (For further details see Exceptional Children, Introduction to Special Education, Hallahan and Kauffman, 1978.)

Special Education Cooperative Agreements

A plan whereby the boards of two or more school districts within or without the state may enter into an agreement to provide special education services on a shared-cost basis. In these agreements, on district shall be designated the sponsoring district; the remaining district(s) shall become participating districts. The Board of Education of the sponsoring district is the legal body of the cooperative under the Special Education for Exceptional Children Act for the purpose of operation and administration in providing education services. It is strongly recommended that special education cooperatives be comprehensive (include a full range of services).

Southeast Kansas

For purposes of this study Southeast Kansas is defined as those counties which include the geographic area inclusive of the following counties; Cherokee, Crawford, Bourbon, Labette, Montgomery, Neosho, Allen, Woodson and Wilson counties.

Support Services

Services that are required to maintain an exceptional child in an appropriate educational setting. They include, but are not limited to audiology, counseling services, medical services for diagnostic or evaluation purposes, occupational therapy, psychological services, specialized equipment, recreation, school health services, social work services, speech/language services, transportation, and vocational education.

T.M.R.

Trainable Mental Retardation, the traditionally used educators' classification label for an individual whose IQ is between 25 and 50; corresponds to AA, D categorization of moderate retardation, and for them the educational emphasis is on self-help and vocational skills.

Special Vocational Needs

Vocational education for disadvantaged or handicapped persons supported with funds under the Vocational Education Act of 1976 (P.L. 94-482) to include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modification of regular programs or be special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following; special remedial instruction, guidance, counseling and testing services, employability skills training, communication skills training, special transportation facilities and services, special educational equipment, services and devices, and reader and interpreter services. Such education includes working with those individuals in need of vocational training who cannot succeed in a regular vocational program due to a handicapping condition or the effects of disadvantagement.

Specific Learning Disabilities

Disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written. Problems in listening, thinking, speaking, reading, writing, spelling, or minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include: problems which are a result of visual, hearing, or motor handicaps of mental retardation or of cultural, environmental or economic disadvantage.

Totally Dependent Learner

Profound retardation, an individual with profound retardation in intellectual development.

Vocational Education

Vocational or technical training or retraining that is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency. The training or retraining is conducted as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers, technicians, or subprofessionals in recognized occupations in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree.

Vocational Rehabilitation

Federally funded program whereby those handicapped individuals who meet stated qualifications and who, by means of evaluative techniques, are provided assistance to be given educational training and retraining opportunities. Selective support systems may also be part of client's program to facilitate specific program needs.

A more comprehensive listing of terms and definitions pertaining to special education, developmental disabilities and special vocational needs concerns may be found in the following publications:

Hallahan, Daniel P. and Kauffman, James M., Exceptional Children Introduction to Special Education. New Jersey: Prentice-Hall, Inc., 1978.

Meers, Gary D., Ed.D., Editor, Handbook of Special Vocational Needs Education. Maryland: Aspen Systems Corporation, 1980.

__________. Digest of Data on Persons with Handicaps and Disabilities. Virginia: Rehab Group, Inc., 1979.

__________. State Plan for Fiscal Year 1981 - Special Education. Kansas: Kansas Department of Education, 1981.

__________. Developmental Disabilities, Kansas State Plan, FY 1980 - FY 1983. Kansas Planning Council on Developmental Disabilities Services, Department of Social and Rehabilitative Services, Division of Mental Health and Retardation Services.

CHAPTER 2

IDENTIFICATION OF THE POPULATION

A primary goal of this study has been to seek out sources and compile data concerning the numbers of in-school and out-of school handicapped persons in Southeast Kansas. The objectives being; that by projecting population counts, the administration of the Vocational Technical Institute could begin to determine the numbers of individuals who would be approaching a post-secondary status in the targeted geographic area, an indication of those who are not in educational settings who qualify under the nationally accepted definitions, and a means of determining general information as to where these individuals may be concentrated within the nine counties. This information would lend itself to program planning strategies as well as focus upon recruiting tactics for the immediate future should the proposed branch of the Vocational Technical Institute become a reality.

While it may seem a simple matter on the surface to accumulate data on an accurate count of handicapped populations at any given time, one need only to undertake this activity for it to become readily apparent that the task is not as elementary as it might seem.

At the outset, review of pertinent literature indicates that this concern has been national in scope. Dr. Giannini, of the Bureau of the Handicapped in the Department of Education, Washington, D.C., determined that developing a means of getting a firm grip on the number of persons in the United States who fall within the range of definitions of handicapping conditions is to be a major priority of the Department of Education. Dr. Giannini's statement of need is supported by the findings of, The Digest of Data on Persons with Handicaps and Disabilities, and the Second Annual Report to Congress on the Implementation of P.L. 94-142, (1979); in which the researchers report to Congress on the need for accuracy in reporting and the changes that have occurred since implementation of this law was begun. Many factors are impacting on the agencies and individuals charged with locating and identifying handicapped persons in the United States. The aforementioned Digest, prepared by Rehab Group, Incorporated in 1979 states:

> "The public has become increasingly aware of the presence of handicapped and disabled people in our population. Congress has passed many pieces of enabling legislation concerned with the handicapped and the disabled; programs designed especially for this population have multiplied. The federal, state, and local governments, and the private sector are increasingly interested in the problems, needs, rights, and concerns of the handicapped and disabled."

Along with the enabling legislation are the specifications under which each of the agencies operate to implement the laws. While there is much that overlaps in determing who they will serve, there are often differences that confuse the situation. The Rehab Group, Incorporated literature continues:

> "This increased interest has caused some confusion. An examination of the literature reveals wide differences of opinion about what constitutes a handicap or disability, and at what point these conditions should be considered severe enough to require special services. There are also information gaps--data on this population are scattered, confused, and confusing. How many handicapped and disabled people are there in the United States? Who are they? Where and how do they live? What is the nature of their disabilities?"

The major factors to be considered as this information is analyzed must be included as follows:

1. Data accumulated from divergent sources must be reviewed carefully to avoid acceptance of information containing serious deficiencies.
2. Data gathering functions are often scattered among different federal, state, local, and private organizations; therefore, both overlaps and gaps in information can occur.
3. Another major problem is the lack of uniform definitions for many conditions pertaining to the handicapped population.
4. Data may be so old as to be nearly useless except for purposes of developing percentages concerning the population under study. The Rehab Group study indicates that some data may be as much as ten years old.

Since the initial study of the Rehab Group, Incorporated was compiled, the establishment of the Department of Education with associated coordination of educational activities and organization of a Task Force on Equal Education Opportunity for Handicapped Children to address the major areas of need which came into being. These organized efforts were to focus upon four major areas: data collection, enforcement, policy development, and technical assistance. Currently these issue areas have been coordinated between the Office of Special Education and the Office for Civil Rights. The most current data available from the Bureau of Education for the Handicapped includes compiling information provided by states in their Fiscal Year 1979 Annual Program Plans and are gathered by members of the Bureau staff of the Division of Assistance to States during their 1978-79 monitoring activities.

The population information under consideration in this feasibility study is divided into two sections; the population figures as reported concerning the in-school population by educational agencies and the population figures obtained from public service agencies serving the out-of-school persons.

In-School Handicapped Persons in Southeast Kansas

The population figures which follow in this section of the report are those obtained from educational agencies of the given geographical area. This data was collected by obtaining copies of head count figures from each educational agency in the given nine county region. Statewide totals were obtained from the Special Education Division of the Kansas State Department of Education, who collects this data in compliance with the K.S.A. 72-971 requirement for an Annual Survey. The composite of those figures are to be found within the body of Table I.

It should be noted that educational districts encompass more than one county and in some cases may include parts of a county with another educational district claiming part of that county. It is that division of territory by educational districts that led the researcher to obtain the information concerning the in-school population by this method. Educational districts are mandated to report the number of individuals, who fall under Special Education/Special Vocational Needs definitions, each year to the Kansas State Department of Education in compliance with federal regulations.

Discussion note: It would be negligent of this investigative report not to report that the possibility of additional factors may be impacting upon the accuracy of the reported population totals, and that these factors may have a biasing effect upon the data that is reported herein concerning the numbers of persons in-school within the given geographic region of this study. A brief discussion of these factors follows:

School districts utilize various forms of reporting the data concerning their Special Education populations. They also split the population reports according to the structure of their school systems. For example; where a school system is composed of elementary learning centers, middle school and secondary school systems, the data is broken apart and reported in the three groups. Where the school system is composed of elementary and secondary (K-12), it is reported in two groups. The lack of uniformity of reporting makes it difficult to be accurate in determining the numbers of persons who may be entering the secondary education level at any given time. In addition, some school districts use estimates of this population based on previous year's totals. At the time data on the in-school population was collected from respective school systems, this factor impacted upon the totals needed for this report.

There may well be a biasing of head count within Southeast Kansas as those school-aged individuals who are housed within the Parsons State Hospital and Training Center are not included in the count of the educational systems; nor are those persons who would qualify but have dropped out of the educational system. This report does not account for those persons who fall under the jurisdiction of the various Juvenile Court Centers, those whose handicapping condition preclude them from ever having been enrolled in school systems or those who are residents on one of the nine counties but live in residential facilities outside of the given region. This report also does not take into account those numbers of students who are projected to be either outgoing or incoming residents of the targeted geographic area or projected fluctuations of the population.

It is not the purpose of this report to appear critical of the professionalism of any person who is involved in identifying persons with handicapping conditions within the given population. A report of any research activity must take into account an awareness of the fallibility of human beings operating within an educational system under federal regulations. Review of the literature strongly recognizes that many factors impact upon educational systems complying with mandates of the law. Among which, doing so without development of screening techniques, sociological factors of labeling persons as "Specs," fine-line identification of borderline persons, lack of enough complex and sophisticated skills to make evaluative decisions are all factors mentioned in the literature that may be biasing accuracy of identification of the population.

The Second Annual Report to Congress on the Implementation of P.L. 94-142: The Education for all Handicapped Children Act, (1980) addresses the problems of identification.

> "A study in twenty-four school districts by the Department of Health, Education, and Welfare's Office of the Inspector General concluded that a significant source of unserved handicapped children may be the regular classroom. The study found that three-fourths of the individuals interviewed felt that regular classrooms contained children who needed special education services and suggested three reasons why this situation existed. First, schools with fewer special education staff, facilities, and services tend to identify fewer children as

> needing special help. Second, variations in diagnostic practices and definitions of handicapping conditions within states can lead both to under-identification and over-identification of children as handicapped. Third, regular classroom teachers and other school personnel may avoid referring children for special services because some believe that doing so would keep the child from being stigmatized by a label.
>
> Recent case studies of local implementation of P.L. 94-142 substantiate the Inspector General's findings on the relationship between resources and child identification. Conducted in twenty-two school districts across the country, the studies found that school staff tend to avoid identifying more children than the district can accommodate with current resources."

It is with this complex problem in mind that the Digest of Data on Persons with Handicaps and Disabilities, (1979) makes this recommendation: "Although these data are the most current available at the time the document was compiled, some of the tables are as many as nine years old. Because rates or percentages are more constant over time than numbers, anyone using this material to project current circumstances should use the rates or percentages rather than the estimated numbers."

This report will also include some comparisons between prevalence rates where applicable in order to accommodate the discrepancies that the Congressional Report indicates to be possible.

Prevalence Estimates

Because of possible discrepancies in head count totals reported in the resource materials previously quoted and the lack of longitudinal examination activities to count the targeted population, the literature recommends that planners of programs utilize prevalence estimates rather than depend solely upon the reported head counts that may be subject to error.

For purposes of comprehensive reporting, this study is including the available data provided by the Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act. This report indicates that "one way to assess child-count numbers is to compare them to current estimates of prevalence of various handicapping conditions. The Bureau began using a particular set of prevalence figures as a planning guide following a 1976 study by SRI International. This study reviewed all authoritative studies on prevalence of handicapping conditions and provided national estimates for each category......the prevalence figures provide a basis for estimating the number of unserved handicapped children. This, in turn, provides a guide for the States and the Bureau. In assessing the number of handicapped children being served, the Bureau compares state percentages of the school enrollment being served as handicapped, as indicated by the annual child count, and the national prevalence figures."

For purposes of comparison the prevalence estimates of the United States Office of Education, Bureau of Education for the Handicapped, March 4, 1975 (Hallahan and Kauffman, 1978) are included at this point.

ESTIMATED NUMBER OF HANDICAPPED CHILDREN SERVED AND UNSERVED

BY TYPE OF HANDICAP

	Percent of Child Population	1974-75 No. Served (Projected)	1974-75 No. Unserved	Total Handicapped Children Served & Unserved	Percent Served	Percent Unserved
Total Age 0-19		3,947,000	3,939,000	7,866,000	50	50
Total Age 6-19	12.035	3,687,000	3,062,000	6,699,000	55	45
Total Age 0-5	6.018	260,000	927,000	1,187,000	22	78
Speech-Impaired	3.5	1,850,000	443,000	2,293,000	81	19
Mentally Retarded	2.3	1,250,000	257,000	1,507,000	83	17
Learning-Disabled	3.0	235,000	1,731,000	1,966,000	12	88
Emotionally Disturbed	2.0	230,000	1,080,000	1,310,000	18	82
Crippled and Other Health-Impaired	0.5	235,000	93,000	328,000	72	28
Deaf	0.075	35,000	14,000	49,000	71	29
Hard-of-Hearing	0.5	60,000	268,000	328,000	18	82
Visually Handicapped	0.1	39,000	27,000	66,000	59	41
Deaf-Blind and Other Multihandicapped	0.6	13,000	27,000	40,000	33	67

Source U.S. Office of Education, Bureau of Education for the Handicapped, March 4, 1975.

VOCATIONAL NEEDS PERSONS IN SOUTHEAST KANSAS
IN SCHOOL POPULATION
(K-12)

Handicapping Condition	Actual Count* S.E.K.	% of School Population** S.E.K.	Special Ed. Actual Count Statewide***	% of Special Ed. Population	% of State Educational Population	% of National Population 1975*****	% of National Population 1979 ******
L.D.	970.5	2.954	12,424	34.42	2.93	3.0	1.89
P.S.A.	157.0	.4778	2,100	5.81	.49	2.0	.56
M.H.	671.5	2.044	7,261	20.11	1.70	2.3	1.84
Physically/orthopedically Impaired	14.0	1.7896	901	2.48	.20	0.5	0.17
Speech Impaired	519.0	1.5796	12,516	32.01	2.95	3.5	2.39
Hearing Impaired - Deaf	16.0	.0487	462	1.19	.10	.58	0.17
Multiply Handicapped	9.0	.0274	271	.75	.06	0.6	0.27
Vision Impaired	30.0	.0913	165	.45	.03	0.1	0.07
TOTAL	2387.0	7.265	36,094	--	8.46	12.58	7.36

* Figures reported by school districts of nine county area to Kansas State Department of Education as of November 1, 1981.

** Total school population of nine counties of Southeast Kansas reported to be 32,855.6.

*** Source: Unduplicated count of handicapped children receiving special education and related services. December 1, 1979.

**** Source: 1979 Superintendents Organizational Report based on head count as of September 15, 1979. Total educational population K-12 reported to be 422, 924.

***** Source: U.S. Office of Education Bureas of Education for the Handicapped, March 4, 1975.

****** Source: U.S. Department of Health, Education and Welfare, Office of Education, Progress Toward a Free Appropriate Public Education: A Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act. January, 1979.

Total of handicapped children (ages 5 through 18) receiving special education and related services in state of Kansas: 36,094.

Out-of-School Handicapped Population in Southeast Kansas

Research efforts to obtain data concerning the numbers of out-of-school handicapped individuals who are located within the nine county area of Southeast Kansas focused upon obtaining data from those public service agencies who provide support services to these individuals.

Contact was made with the agencies requesting any data that could be provided concerning their clientele. While this information often is considered to be of a confidential nature, the agencies were an invaluable resource.

Investigative activities to obtain data were sought from the following public service agencies:

1. Developmental Disabilities Council of Kansas
2. The Kansas Elks Training Center
3. Class Limited
4. Veterans Administration
5. Vocational Rehabilitation
6. Parsons State Hospital and Training Center UAF Facility
7. Office of Kansas 5th District Congressman - Honorable Robert Whittaker
8. Office of Special Education - United States Department of Education
9. Kansas Department of Human Resources - Committee on Employment of the Handicapped
10. United States Bureau of the Census

Data useful to the objectives of this report was received from the following sources:

1. Kansas Elks Needs Assessment of Handicapped Adults in Kansas (16-64)
2. Vocational Rehabilitation of Kansas - Printout of Data of Individuals Served in Southeast Kansas Counties
3. Digest of Data on Persons with Handicaps and Disabilities - Library of Congress
4. Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act
5. Kansas Human Resources Data: Committee on Hiring the Handicapped
6. Kansas University UAF Facility at Parsons State Hospital and Training Center
7. Count Your Kid In

Discussion of the Data

Each of the data reports included concerning the out-of-school population of Southeast Kansas is subject to interpretative considerations. The means by which various research efforts were undertaken would appear to limit the data. For example, there is no way to prove that the entire population was reached by the various efforts to locate them. Many of the same conditions that impact upon the in-school population are applicable to the out-of-school population too. In addition, limitations due to definitions concerning "handicapped" or "developmentally disabled" are subject to interpretation by the confines under which the agency operates. There is no way to determine if various agencies who provide different services to this population may each be counting the persons who obtain their respective services, thus inflating the total report by counting some persons more than once.

There are disparities in using data collected by various agencies. The Digest of Data on Persons with Handicaps and Disabilities (1978) states:

> "Some of these disparities are the result of using different methods of gathering and evaluating data. Others are caused by the lack of uniform definitions of key terms. ....If these deficiencies are to be remedied, either one organization must assume the primary responsibility for gathering and publishing these data, or all the organizations involved must coordinate their efforts to avoid duplicating data on some parts of this population while neglecting others. There must also be a consensus about what is meant by words such as "handicap" and "disability," and clear distinctions between impairments or chronic conditions and limitations of activity and disability.
>
> The data should be gathered specifically on the handicapped and the disabled. Many of the surveys used to gather data were designed to collect other than health and disability information.

> The data should be gathered at regular intervals; every five years would be reasonable rather than simply providing figures on the number of people with one or more of these conditions."

It is strongly recommended that anyone who utilizes the data collected in this report give attention to the factors mentioned. In particular, the age of the reports, the inconsistencies that may bias the actual numbers of persons served and the limitations placed upon service agencies in carrying out their respective functions.

Kansas Elks Training Center for the Handicapped

Needs Analysis of Handicapped Adults (16-64) in Kansas. This data collected in 1979 by a private consulting firm is the result of a two part study conducted at the request of the Kansas Elks Training Center for the Handicapped, Wichita, Kansas, to describe the current status of physically and mentally handicapped adults in the state of Kansas.

Major objectives of the study were stated to be that of providing a demographic profile of handicapped adults in the state between ages 16 - 64 and to determine the number of handicapped adults receiving services throughout the state.

The means employed to obtain data were the conducting of two separate surveys. One dealt with the survey of social service programs for the handicapped and the other dealt with surveying the handicapped individuals in the state. The survey information was collected through questionnaires which were mailed to the respective agencies and from questionnaires distributed to handicapped individuals with use of volunteer assistance.

The demographic profile compiled by this research activity is included in Table II. Following the demographic profile is a listing of prevalence rates of disabling conditions on the out-of-school population based on percentages in Table III.

The estimated prevalence rates of handicapped adults in Kansas by type of handicap as compiled by the Kansas Elks Needs Assessment researchers survey results is to be found in Table IV.

A county by county breakdown of this population as provided by the Kansas Department of Human Resources is located in Distribution Map Figure I.

TABLE II

DEMOGRAPHIC PROFILE OF HANDICAPPED PERSONS AGES 16-64 IN KANSAS

County	1978 Population	Total Labor Force 16-64	Disabled in Labor Force 16-64	No. Handicapped 19 & Over 1976
*Allen	16,019	8,010	851	1,194
Anderson	8,332	4,166	442	635
Atchison	20,562	10,281	1,092	1,566
Barber	6,614	3,307	351	519
Barton	37,881	18,941	2,012	2,739
*Bourbon	16,613	8,307	882	1,196
Brown	12,658	6,329	672	980
Butler	44,211	22,106	2,348	3,087
Chase	3,343	1,672	178	266
Chautauqua	5,056	2,528	268	381
*Cherokee	23,789	11,895	1,263	1,741
Cheyenne	3,976	1,988	211	309
Clark	2,716	1,358	144	215
Clay	10,015	5,008	532	765
Cloud	13,850	6,925	735	1,063
Coffey	8,094	4,047	430	594
Comanche	2,685	1,343	143	211
Cowley	35,304	17,652	1,875	2,651
*Crawford	38,233	19,116	2,030	2,867
Decatur	4,880	2,440	259	377
Dickinson	22,687	11,344	1,205	1,670
Doniphan	9,728	4,864	517	757
Douglas	65,583	32,792	3,482	4,573
Edwards	4,385	2,193	233	348
Elk	4,011	2,006	213	306
Ellis	25,528	12,764	1,356	1,847
Ellsworth	7,104	3,552	377	541
Finney	28,757	14,378	1,527	1,901
Ford	25,015	12,507	1,328	1,861
Franklin	21,399	10,699	1,136	1,569
Geary	23,275	11,637	1,236	1,891
Gove	3,922	1,961	208	300
Graham	4,488	2,244	238	345
Grant	7,253	3,626	385	543
Gray	5,165	2,582	274	389
Greeley	2,091	1,045	111	171
Greenwood	8,916	4,458	473	687

Continued

Hamilton	3,075	1,537	163	235
Harper	8,021	4,010	426	604
Harvey	28,748	14,374	1,527	2,200
Haskell	4,117	2,059	219	315
Hodgeman	2,578	1,289	137	203
Jackson	11,609	5,805	616	866
Jefferson	14,119	7,060	750	1,002
Jewell	5,794	2,897	308	446
Johnson	256,259	128,130	13,607	18,412
Kearny	3,455	1,728	183	251
Kingman	9,758	4,879	518	758
Kiowa	4,161	2,080	221	314
*Labette	24,985	12,492	1,327	1,853
Lane	2,790	1,395	148	213
Leavenworth	52,354	26,177	2,780	3,869
Lincoln	4,629	2,314	246	362
Linn	8,515	4,258	452	623
Logan	3,656	1,828	194	294
Lyon	36,192	18,096	1,922	2,478
Marion	16,219	8,110	861	1,218
Marshall	13,427	6,713	713	1,051
McPherson	26,045	13,022	1,383	1,921
Meade	5,023	2,511	267	382
Miami	21,934	10,967	1,165	1,552
Mitchell	8,122	4,061	431	611
*Montgomery	43,948	21,974	2,334	3,246
Morris	6,773	3,386	360	525
Morton	3,464	1,732	184	264
Nemaha	12,001	6,000	637	914
*Neosho	18,245	9,123	969	1,337
Ness	4,689	2,345	249	342
Norton	7,273	3,636	386	535
Osage	14,261	7,131	757	1,027
Osborne	6,239	3,120	331	479
Ottawa	6,330	3,165	336	482
Pawnee	7,825	3,913	416	605
Phillips	8,009	4,005	425	623
Pottawatomie	14,376	7,188	763	1,014
Pratt	9,752	4,876	518	733
Rawlins	4,166	2,083	221	326
Reno	65,548	32,774	3,481	4,927
Republic	8,165	4,083	434	630
Rice	11,940	5,970	634	883
Riley	41,827	20,914	2,221	3,154
Rooks	7,398	3,699	393	563
Rush	4,957	2,479	263	394
Russell	9,404	4,702	499	729
Saline	47,318	23,659	2,513	3,770
Scott	6,624	3,312	352	507
Sedgwick	341,881	170,941	18,154	25,844

Continued

Seward	17,332	8,666	920	2,001
Shawnee	180,034	90,017	9,560	13,195
Sheridan	3,843	1,921	204	281
Sherman	8,130	4,065	432	639
Smith	6,431	3,216	341	490
Stafford	6,185	3,092	328	468
Stanton	2,495	1,248	132	199
Stevens	4,728	2,364	251	340
Sumner	24,371	12,185	1,294	1,809
Thomas	8,225	4,112	437	613
Trego	4,433	2,216	235	339
Wabaunsee	6,771	3,386	360	506
Wallace	2,232	1,116	119	169
Washington	9,056	4,528	481	689
Wichita	3,369	1,685	179	274
*Wilson	13,205	6,602	701	980
*Woodson	4,713	2,356	250	355
Wyandotte	181,304	90,652	9,627	14,081
TOTALS	2,358,993	1,179,497	125,263	176,369

*Indicates those counties of the target population

Sources: Kansas State Board of Agriculture
Committee on Employment of the Handicapped, State of Kansas
Bureau of the Handicapped, Washington, D.C.

TABLE III

Prevalence Rates of Disabling Conditions Out-of-school Population

Condition	1 National % of VR Total Clients*	2 Kansas % of DVR Total Clients**	3 S.I.E. % of Total Pop. 3 yrs. and up***
Mental Retardation	11.4%	12.1%	2.5%
Neoplasms	1.1	-	-
Allergies	0.9	-	-
Heart/Circulatory Conditions	4.7	2.9	20.2
Respiratory Conditions	2.2	0.2	13.7
Digestive System Conditions	9.2	1.4	6.9
Genito-Urinary Conditions	3.0	0.3	-
Speech Impairment	0.9	0.6	2.4
Visual Impairment	8.7	4.8	7.7
Hearing Impairment	5.4	6.5	8.4
Orthopedic Impairment	18.5	20.3	6.9
Amputees	4.1	2.2	-
Back/Spine Condition	-	-	18.6
Mental Illness	23.2	43.4	1.8+
Nervous Disorder	-	-	6.8
Arthritis/Rheumatism	-	-	24.8
Epilepsy	-	1.6	-
All Other	7.5	3.7	23.7

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* Data supplied by Committee on Employment of the Handicapped, State of Kansas. Undated.

** Data supplied by DVR, State of Kansas, 1977 statistics.

*** 1976 Survey of Income & Education (S.I.E.), U.S. Census Bureau, Kansas rates.

+ Serious Disorders

TABLE IV

Estimated Handicapped Adults in Kansas by Type of Handicap Based on Survey Results

Handicap	Total Reported Served	% of Total Reported	Estimated Total Based on Number Reported
Multiply:			
M.R./C.P.	158	0.7%	877
M.R./Physically	467	2.2	2,756
M.R./Emotionally	364	1.7	2,129
Physically/Other	296	1.4	1,754
Total Multiply	1,285	6.0	7,516
Severely & Profoundly Retarded*	174	0.8	1,002
Trainable Mentally Retarded	3,250	15.4	19,291
Educable Mentally Retarded	1,467	6.9	8,643
Total M.R. & Multiply MR	5,880	27.8	34,823
Visually Impaired	1,350	6.4	8,016
Hearing Impaired	166	0.8	1,002
Speech Impaired	282	1.3	1,628
Industrially Disabled	230	1.1	1,379
Neurologically Disabled	204	1.0	1,253
Emotionally Disturbed	8,783	41.6	52,109
Substance Abusers	2,172	10.3	12,902
Other	1,772	8.4	10,522
Totals	21,135	100.0	125,263**

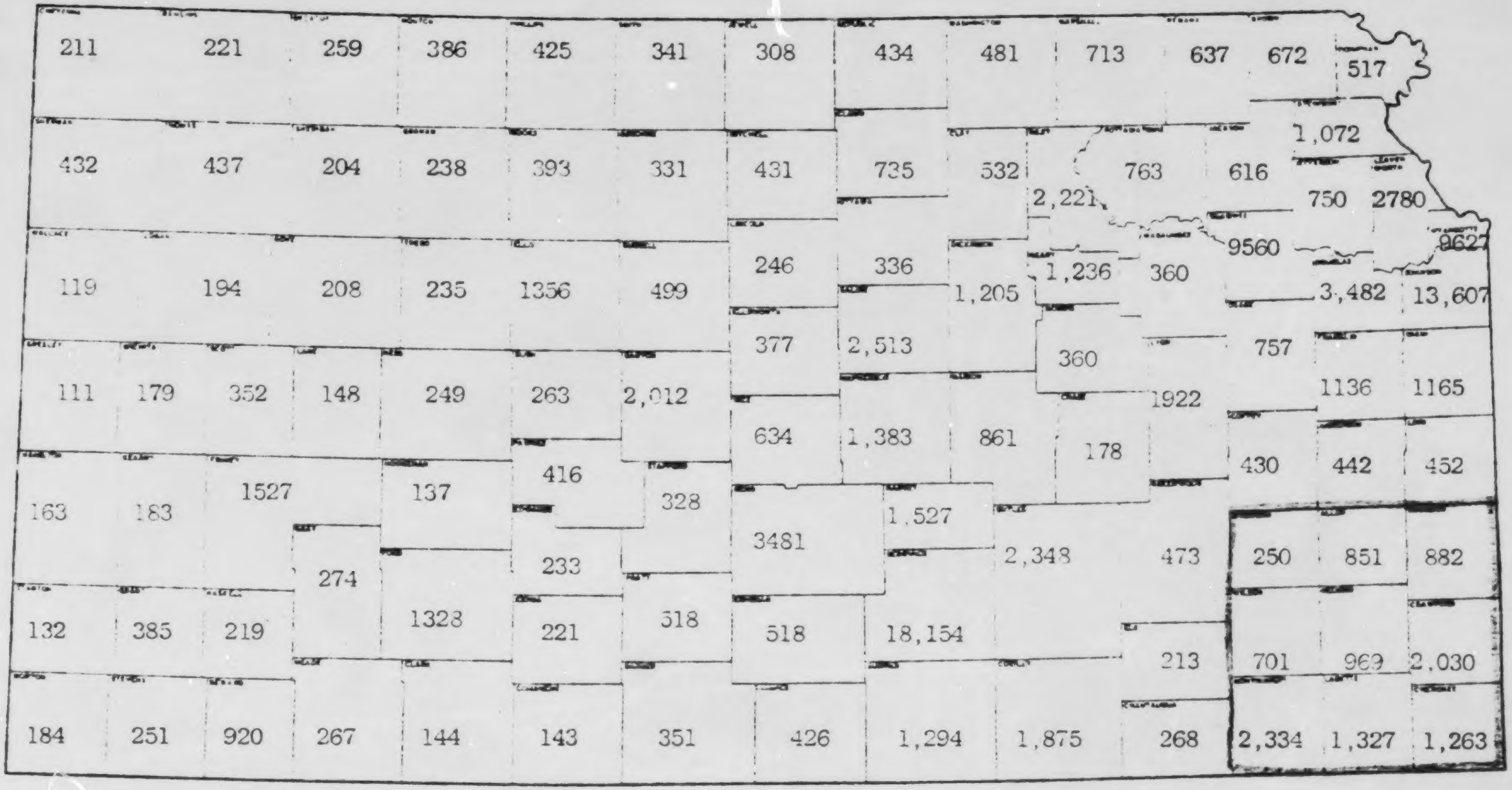
* This category was not defined on survey form but was reported as such by several respondents.

** Kansas Department of Human Resources, January 1, 1978.

DISTRIBUTION MAP - FIGURE I

Number of Disabled in Work Force, Ages 16-64

By County, 1978



Source: Kansas Department of Human Resources, Committee on Employment of the Handicapped, 1978

Digest of Data on Persons with Handicaps and Disabilities - Library of Congress

This data was acquired through contact with the office of 5th District Congressman, the Honorable Robert Whittaker. The 5th Congressional District encompasses all of the counties located within the targeted region of this feasibility study.

Information pertinent to needs of the project have been reproduced and incorporated within the body of this report. Those tables included are as follows:

Limitation of Activity Status of Persons Five Years of Age and Over by State and Type of Limiting Health Condition, U.S. 1976, Table VI.

Levels of Work Disability of Persons Age 18-64 Years by State, U.S. 1976, Table VII.

Only information pertinent to Kansas population is included in this report. For information relative to the remainder of the United States, the reader is recommended to see Report No. 79-123 EPW, "Digest of Data on Persons with Handicaps and Disabilities", Rehab Group, Incorporated 1979.

TABLE VI

LIMITATION OF ACTIVITY STATUS OF PERSONS FIVE YEARS OF AGE AND OVER BY STATE AND TYPE OF LIMITING HEALTH CONDITION U.S., 1976

States	Total Persons Five Years Age and Over (In Thousands)	Total (In Thousands)	With an Activity Limitation — Percent Reporting Any of the Health Conditions Listed Below: Mentally Retarded	Hard of Hearing or Deaf	Speech Impairment	Serious Difficulty in Seeing or Blind	Seriously Emotionally Disturbed
United States, Total -----	196,071	27,977	3.0	7.2	2.2	7.0	2.5
States							
New England:							
Maine	983	138	2.6	6.4	1.2	6.3	3.7
New Hampshire	760	95	3.1	6.3	2.3	7.3	2.1
Vermont	434	60	3.7	8.4	2.4	6.6	3.4
Massachusetts	5,376	671	2.3	7.9	3.6	7.1	2.2
Rhode Island	852	123	2.8	7.5	1.4	5.8	2.8
Connecticut	2,871	345	2.8	7.0	2.0	7.4	2.3
Middle Atlantic:							
New York	16,731	1,992	3.5	5.6	1.2	5.5	3.3
New Jersey	6,724	866	1.8	6.5	2.0	6.4	3.2
Pennsylvania	10,875	1,608	2.5	7.3	1.7	6.1	2.0
East North Central:							
Ohio	9,791	1,405	3.1	6.4	1.9	6.9	2.7
Indiana	4,841	657	2.9	8.1	2.1	7.5	2.5
Illinois	10,160	1,337	3.8	6.8	2.3	6.6	1.4
Michigan	8,413	1,149	2.4	8.5	2.6	6.1	2.9
Wisconsin	4,259	519	3.2	7.2	1.8	5.1	1.3
West North Central:							
Minnesota	3,603	476	3.0	7.2	2.2	6.3	2.1
Iowa	2,626	320	3.7	7.6	1.9	7.2	2.1
Missouri	4,395	665	3.0	6.4	2.6	6.9	2.1
North Dakota	574	72	2.0	6.7	1.4	5.9	0.9
South Dakota	623	80	2.7	8.0	3.0	5.8	1.2
Nebraska	1,409	158	2.6	8.0	3.6	6.4	1.4
Kansas	2,075	276	2.5	8.4	2.4	7.7	1.8
South Atlantic:							
Delaware	533	68	3.0	7.2	2.5	7.3	3.1
Maryland	3,758	452	2.9	7.0	2.3	7.1	3.1
District of Columbia	649	101	4.4	4.7	1.8	7.0	3.1

SOURCE: Bureau of the Census, Survey of Income and Education, 1976

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LIMITATION OF ACTIVITY STATUS OF PERSONS FIVE YEARS OF AGE AND OVER BY STATE AND TYPE OF LIMITING HEALTH CONDITION U.S., 1976

States	Total Persons Five Years Age and Over (In Thousands)	With An Activity Limitation					
		Total (In Thousands	Percent Reporting Any of the Health Conditions Listed Below:				
			Mentally Retarded	Hard of Hearing or Deaf	Speech Impairment	Serious Difficulty in Seeing or Blind	Seriously Emotionally Disturbed
Virginia	4,585	651	3.9	6.6	2.3	7.6	3.4
West Virginia	1,678	372	3.2	8.9	2.0	8.1	3.2
North Carolina	5,017	789	3.4	7.3	2.2	7.4	3.7
Georgia	4,522	881	5.3	10.7	2.8	10.9	2.1
Florida	7,952	1,278	2.7	4.9	1.5	8.6	2.3
East South Central:							
Kentucky	3,113	602	2.1	9.1	2.3	8.1	1.9
Tennessee	3,888	687	3.7	7.0	3.1	8.1	2.7
Alabama	3,312	614	4.5	7.3	1.6	8.5	2.6
Mississippi	2,132	409	4.0	7.7	3.3	8.1	2.5
West South Central:							
Arkansas	1,973	404	3.1	9.4	3.1	8.7	1.4
Louisiana	3,437	617	4.7	7.5	2.6	8.6	3.8
Oklahoma	2,482	449	3.0	9.6	2.0	8.0	1.5
Texas	11,241	1,547	2.8	8.3	2.6	7.5	1.8
Mountain:							
Montana	691	100	2.3	8.7	2.3	7.0	1.2
Idaho	754	104	2.0	9.5	2.1	5.9	1.7
Wyoming	346	41	2.3	8.2	2.0	6.7	1.1
Colorado	2,340	270	2.2	8.1	1.7	5.9	1.8
New Mexico	1,057	137	2.5	7.7	2.6	6.8	2.2
Arizona	2,080	320	1.8	7.3	2.5	7.8	2.0
Utah	1,078	130	2.2	7.8	1.3	5.5	2.0
Nevada	556	67	1.5	6.9	1.6	6.1	1.8
Pacific:							
Washington	3,239	441	2.5	8.2	2.6	5.2	1.8
Oregon	2,126	308	1.2	6.0	2.7	4.9	1.5
California	19,500	2,601	2.5	5.7	1.6	5.7	3.0
Alaska	314	20	2.3	7.6	3.1	5.1	1.5
Hawaii	772	74	4.6	7.3	1.9	4.6	1.5

SOURCE: Bureau of the Census, Survey of Income and Education, 1976.

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LIMITATION OF ACTIVITY STATUS OF PERSONS FIVE YEARS OF AGE AND OVER BY STATE AND TYPE OF LIMITING HEALTH CONDITION U.S., 1976

States	With an Activity Limitation							
	Percent Reporting Any of the Health Conditions Listed Below:							
	Crippled (Orthopedic Handicap)	Arthritis or Rheumatism	Trouble with Back or Spine	Any Heart Trouble	Chronic Nervous Disorder	Respiratory Disorder	Digestive Disorder	Any Other Health Condition
United States, Total	8.4	21.7	17.6	21.9	7.6	11.8	6.0	25.0
New England:								
Maine	8.1	19.3	17.1	23.3	8.4	11.4	4.3	23.2
New Hampshire	9.3	17.9	16.0	20.0	6.3	10.9	5.4	26.8
Vermont	7.0	22.0	16.2	19.2	7.4	11.6	5.5	26.6
Massachusetts	6.4	17.6	15.4	19.5	3.5	9.1	3.5	32.3
Rhode Island	7.6	20.2	16.0	23.1	7.7	10.2	5.8	26.0
Connecticut	6.6	15.9	15.7	18.9	4.1	8.9	4.1	31.8
Middle Atlantic:								
New York	8.0	22.9	15.7	21.4	6.5	11.9	5.1	24.1
New Jersey	7.7	16.6	14.2	22.9	7.6	10.9	4.7	27.1
Pennsylvania	7.0	20.8	14.4	23.0	7.8	13.9	5.6	24.8
East North Central:								
Ohio	8.7	21.4	18.6	22.8	7.5	11.4	5.1	24.9
Indiana	6.8	21.1	16.4	21.8	7.4	11.8	7.0	26.8
Illinois	8.3	22.6	16.3	23.3	8.4	12.8	6.0	24.1
Michigan	8.6	21.3	18.7	23.1	7.2	11.7	5.7	23.5
Wisconsin	8.9	20.8	17.1	21.6	6.6	10.1	5.0	26.8
West North Central:								
Minnesota	8.8	18.4	20.2	20.9	5.6	9.7	4.0	25.4
Iowa	8.7	20.1	17.2	21.8	6.2	11.5	5.8	24.6
Missouri	7.5	22.4	13.9	21.7	7.1	10.5	5.6	25.7
North Dakota	7.4	20.7	18.8	19.9	4.7	12.2	4.7	23.9
South Dakota	7.7	22.9	22.2	18.3	4.3	9.3	5.1	25.9
Nebraska	9.6	21.5	17.9	18.1	4.6	10.4	4.9	26.1
Kansas	6.9	24.6	18.6	20.2	6.8	13.7	6.9	23.7
South Atlantic:								
Delaware	7.5	19.2	15.6	24.4	6.5	13.8	4.4	27.0
Maryland	8.8	20.6	14.9	22.7	7.6	13.3	5.9	24.0
District of Columbia	9.1	25.8	15.1	20.2	9.2	14.3	5.4	20.3
Virginia	9.0	22.9	14.7	21.0	9.0	12.8	7.6	23.1

SOURCE: Bureau of the Census, Survey of Income and Education, 1976

LIMITATION OF ACTIVITY STATUS OF PERSONS FIVE YEAR OF AGE AND OVER BY STATE AND TYPE OF LIMITING HEALTH CONDITION U.S., 1976

States	With an Activity Limitation							
	Percent Reporting Any of the Health Conditions Listed Below:							
	Crippled (Orthopedic Handicap)	Arthritis or Rheumatism	Trouble With Back or Spine	Any Heart Trouble	Chronic Nervous Disorder	Respiratory Disorder	Digestive Disorder	Any Other Health Condition
West Virginia	9.1	28.5	18.8	24.4	11.3	16.0	8.5	21.5
North Carolina	8.2	28.4	19.4	22.5	8.0	9.5	7.2	24.0
South Carolina	10.5	25.3	17.4	22.3	12.7	11.2	8.9	23.6
Georgia	8.5	26.7	20.3	24.3	13.3	12.9	7.5	22.0
Florida	7.5	23.0	18.5	24.4	7.4	12.2	6.5	23.0
East South Central:								
Kentucky	8.3	22.7	14.8	26.1	11.2	17.1	7.7	22.6
Tennessee	8.9	22.8	19.3	24.3	11.1	12.3	8.6	22.3
Alabama	8.3	26.8	15.0	23.0	8.3	9.7	6.0	26.3
Mississippi	9.8	24.9	15.0	26.9	9.5	11.0	8.1	22.2
West South Central:								
Arkansas	10.3	27.2	20.7	22.8	10.3	11.3	6.7	24.4
Louisiana	7.3	24.1	16.7	25.1	12.4	10.7	7.7	24.5
Oklahoma	8.8	28.9	20.8	25.1	9.4	11.3	9.5	19.5
Texas	8.5	18.9	16.2	20.7	7.0	10.5	5.9	28.8
Mountain:								
Montana	9.8	22.0	20.1	19.2	3.6	12.3	5.5	24.8
Idaho	9.6	22.7	22.0	19.4	5.3	11.4	6.1	26.2
Wyoming	11.1	21.0	19.4	18.8	4.9	10.9	5.6	25.2
Colorado	9.3	19.6	20.2	20.1	4.6	13.6	5.2	23.6
New Mexico	8.7	24.5	17.8	16.6	8.0	10.8	6.2	24.8
Arizona	8.9	24.2	19.0	19.5	6.9	18.7	6.5	22.5
Utah	8.3	19.6	20.8	19.8	4.3	9.2	4.3	26.5
Nevada	12.6	17.0	20.8	16.6	5.1	15.0	5.6	24.9
Pacific:								
Washington	9.1	19.3	23.7	17.5	4.7	10.8	5.3	25.8
Aregon	11.5	19.3	22.9	19.4	4.4	13.4	5.4	24.2
California	9.8	17.9	21.0	18.5	6.1	11.3	5.1	26.4
Alaska	11.7	12.4	20.9	15.1	2.4	8.9	3.2	33.1
Hawaii	6.3	8.9	18.0	17.8	3.6	14.0	2.6	30.0

SOURCE: Bureau of the Census, Survey of Income and Education, 1976.

TABLE VII

LEVELS OF WORK DISABILITY OF PERSONS AGE 18-64 YEARS BY STATE, U.S., 1976

States	Total Persons (In Thousands)	Percent of Total		
		Total With Any Disability	Prevented From Working	Any Other Level of Work Disability
United States, Total----	124,628	13.3	5.8	7.5
New England:				
Maine-----------------	606	13.7	5.6	8.1
New Hampshire---------	478	11.3	4.1	7.2
Vermont---------------	271	13.0	5.3	7.7
Massachusetts---------	3,412	10.8	4.4	6.3
Rhode Island----------	535	12.9	5.3	7.6
Connecticut-----------	1,848	10.5	3.9	6.6
Middle Atlantic:				
New York--------------	10,765	11.1	5.7	5.4
New Jersey------------	4,291	11.7	4.8	7.0
Pennsylvania----------	6,909	12.9	5.8	7.1
East North Central:				
Ohio------------------	6,233	13.6	5.9	7.7
Indiana---------------	3,060	12.3	4.9	7.4
Illinois--------------	5,458	12.2	5.2	7.0
Michigan--------------	5,372	13.2	6.1	7.1
Wisconsin-------------	2,642	11.6	3.7	7.8
West North Central:				
Minnesota-------------	2,223	12.1	4.0	8.1
Iowa------------------	1,599	11.1	3.9	7.2
Missouri--------------	2,731	13.8	6.1	7.8
North Dakota----------	348	11.3	3.5	7.7
South Dakota----------	376	11.9	3.6	8.2
Nebraska--------------	863	9.7	3.0	6.7
Kansas ---------------	1,298	11.7	4.2	7.6

SOURCE: Bureau of Census, Survey of Income and Education, 1976

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LEVELS OF WORK DISABILITY OF PERSONS AGE 18-64 YEARS BY STATE, U.S., 1976

States	Total Persons (In Thousands)	Percent of Total		
		Total With Any Disability	Prevented From Working	Any Other Level of Work Disability
South Atlantic:				
Delaware	345	11.7	4.5	7.2
Maryland	2,444	10.9	4.4	6.5
District of Columbia	436	15.5	7.5	8.0
Virginia	3,013	12.9	5.8	7.1
West Virginia	1,062	21.3	11.7	9.6
North Carolina	3,260	15.6	6.8	8.8
South Carolina	1,644	15.7	8.2	7.6
Georgia	2,898	19.0	9.5	9.5
Florida	4,815	14.8	6.6	8.2
East South Central:				
Kentucky	1,948	18.7	8.4	10.2
Tennessee	2,486	17.3	8.4	8.9
Alabama	2,073	16.8	7.9	9.0
Mississippi	1,281	18.8	9.5	9.3
West South Central:				
Arkansas	1,209	19.6	8.2	11.5
Louisiana	2,122	17.1	7.8	9.3
Oklahoma	1,554	16.5	6.2	10.4
Texas	7,171	12.8	4.9	7.9
Mountain:				
Montana	433	14.0	5.0	9.0
Idaho	470	13.5	4.5	9.0
Wyoming	223	11.3	3.7	7.6
Colorado	1,538	10.8	3.9	7.0
New Mexico	659	13.1	6.3	6.9
Arizona	1,303	14.3	5.7	8.6
Utah	669	12.1	3.7	8.4
Nevada	367	11.8	3.9	7.9

SOURCE: Bureau of Census, Survey of Income and Education, 1976

LEVELS OF WORK DISABILITY OF PERSONS AGE 18-64 YEARS BY STATE, U.S., 1976

States	Total Persons (In Thousands)	Percent of Total		
		Total With Any Disability	Prevented From Working	Any Other Level of Work Disability
Pacific:				
Washington-------	2,066	12.5	4.7	7.8
Oregon-----------	1,356	13.8	4.3	9.4
California-------	12,752	12.5	5.8	6.7
Alaska ----------	207	7.5	2.1	5.4
Hawaii-----------	507	9.2	3.5	5.7

SOURCE: Bureau of Census, Survey of Income and Education, 1976. (3 of 3)

Vocational Rehabilitation Data

During the current project year, contact was made with Vocational Rehabilitation authorities in Topeka in order to obtain data from this agency concerning the number of individuals that this organization provides services for in the nine county area.

Upon providing Vocational Rehabilitation with assurances concerning usage of the data, the agency provided the project investigator with a copy of the print-out from its computer files.

Assurances from the Vocational Technical Institute had to be provided that the Institute would use the data for research purposes only, and that no details concerning persons or locations would be revealed by the project personnel.

Results of the computer print-out, dated December 2, 1981, revealed that there are currently 480 clients of Vocational Rehabilitation Services located within the nine county area. A breakdown of the data is shown in Table V.

LEVELS OF WORK DISABILITY OF PERSONS AGE 18-64 YEARS BY STATE, U.S., 1976

States	Total Persons (In Thousands)	Percent of Total		
		Total With Any Disability	Prevented From Working	Any Other Level of Work Disability
Pacific:				
Washington-------	2,066	12.5	4.7	7.8
Oregon-----------	1,356	13.8	4.3	9.4
California-------	12,752	12.5	5.8	6.7
Alaska ----------	207	7.5	2.1	5.4
Hawaii-----------	507	9.2	3.5	5.7

SOURCE: Bureau of Census, Survey of Income and Education, 1976. (3 of 3)

Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act.

The passing of the Education for All Handicapped Children Acty by Congress made provision that an annual report be made on progress in implementing the Act.

The data included in this report was based on reports from various sources, including a series of studies conducted by non-governmental observers. Information and materials gathered by the Bureau's staff as they monitor the state's compliance with the Act, and occasional reports from other sources such as a Service Delivery Assessment conducted by HEW's office of the Inspector General. (Source: Second Annual Report to Congress on the Implementation of P.L. 94-142: The Education for All Handicapped Children Act, 1980)

The report contains a narrative of goals and data pertaining to the implementation of P.L. 94-142. Those areas of interest to this feasibility report are as follows:

Table VIII: Number of Children Ages 3-21 Years Served Under P.L. 89-313 and P.L. 94-142 by Handicapping Conditions.

Table IX: Number of Children Ages 3-21 Years Served Under P.L. 89-313 and P.L. 94-142 by Handicapping Conditions. (See accompanying Chart A.)

Table X: Changes in Number of Children Ages 3-21 Years Served Under P.L. 89-313 and P.L. 94-142 from School Year 1978-1979 to School Year 1979-1980. (See accompanying Chart A.)

Table XI: Percent of Children Ages 3-21 Years Served Under P.L. 89-313 and P.L. 94-142 by Handicapping Conditions School Year 1979-1980. (See accompanying Charts B and C.)

Table XII: Percent of Children Ages 18-21 Years Served Under P.L. 94-142 by Handicapping Conditions. (See accompanying Chart D.)

Table XIII: Environments in Which School-Aged Handicapped Children Were Served During School Year 1977-1978--Totals.

- A. Speech Impaired - Learning Disabled
- B. Mentally Retarded - Emotionally Disturbed
- C. Other Health Impaired - Orthopedically Impaired
- D. Hard of Hearing - Visually Handicapped
- E. Deaf - Deaf/Hard of Hearing
- F. Deaf/Blind - Multihandicapped

Table XIV: Environments in Which 18-21 Year Old Students Were Served During School Year 1977-1978--Total
- A. Speech Impaired - Learning Disabled
- B. Mentally Retarded - Emotionally Disturbed
- C. Other Health Impaired - Orthopedically Impaired
- D. Hard of Hearing - Visually Handicapped
- E. Deaf - Deaf/Hard of Hearing
- F. Deaf/Blind - Multihandicapped

Table XV: Percent of Handicapped Children Ages 3-21 Years Served in Different Environments During School Year 1977-1978
- A. Speech Impaired - Learning Disabled
- B. Mentally Retarded - Emotionally Disturbed
- C. Other Health Impaired - Orthopedically Impaired
- D. Hard of Hearing - Visually Handicapped
- E. Deaf - Deaf/Hard of Hearing
- F. Deaf/Blind - Multihandicapped

TABLE VIII

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHOPEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDICAPPED	MULTI-HANDICAPPED	DEAF AND BLIND	TOTAL
ALABAMA	14,106	15,670	35,127	3,503	516	408	1,157	521	1,307	63	72,378
ALASKA	2,739	5,716	906	333	59	156	205	48	68	12	10,242
ARIZONA	11,275	22,372	6,879	4,359	609	856	898	331	708	16	48,303
ARKANSAS	11,475	13,250	17,433	475	450	442	718	317	438	29	45,027
CALIFORNIA	108,284	117,974	39,810	28,525	35,453	15,191	7,172	2,854	0	267	355,533
COLORADO	10,478	20,501	6,808	6,405	0	702	913	285	1,103	33	47,228
CONNECTICUT	14,342	25,019	8,212	11,585	944	537	1,233	642	36	1	62,551
DELAWARE	1,898	6,528	2,629	2,726	16	252	182	124	48	31	14,434
DISTRICT OF COLUMBIA	1,602	1,128	1,309	450	180	234	50	55	168	41	5,217
FLORIDA	41,072	47,829	29,973	10,931	0	2,735	2,060	853	1,492	18	136,963
GEORGIA	23,729	27,098	30,274	13,960	1,483	560	2,092	804	1,809	38	101,847
HAWAII	1,202	6,938	2,120	371	4	165	322	52	184	24	11,382
IDAHO	4,176	7,891	3,021	538	575	483	483	250	629	20	18,066
ILLINOIS	78,684	72,697	50,770	31,540	2,408	4,402	5,177	2,147	2,450	188	250,463
INDIANA	47,783	17,373	27,165	2,053	400	863	1,429	601	1,123	28	98,818
IOWA	16,044	23,961	12,955	3,243	3	673	1,063	321	667	39	58,969
*											
KENTUCKY	22,958	14,205	23,321	2,623	1,013	629	1,059	447	649	183	67,087
LOUISIANA	24,640	29,416	20,713	5,201	1,483	734	1,681	551	1,183	38	85,640
MAINE	5,575	7,640	5,293	3,681	310	346	459	135	860	8	24,307
MARYLAND	24,488	46,118	11,870	3,616	1,838	1,102	1,868	673	2,152	38	93,763
MASSACHUSETTS	40,908	35,246	26,822	24,787	5,640	285	6,487	1,128	283	283	141,869
MICHIGAN	54,127	43,472	31,188	18,063	0	4,128	3,205	1,149	53	0	155,385
MINNESOTA	23,248	35,201	14,894	3,945	1,661	1,246	1,615	474	42	20	82,346
MISSISSIPPI	14,064	8,136	18,720	255	18	322	543	228	130	14	42,430
MISSOURI	33,337	30,592	23,192	6,000	1,056	717	1,195	430	1,564	51	98,134
MONTANA	3,879	5,266	1,780	459	111	129	290	190	660	17	12,781
NEBRASKA	10,548	9,952	7,015	1,386	0	461	511	187	326	0	30,386
NEVADA	3,086	5,380	1,365	320	194	266	194	74	319	9	11,207
NEW HAMPSHIRE	1,626	6,320	2,453	1,058	198	206	293	257	213	3	12,627
NEW JERSEY	60,544	45,335	18,849	13,493	2,177	1,882	2,259	1,428	3,551	60	149,578
NEW MEXICO	4,103	9,956	3,439	1,623	17	182	470	156	487	46	20,479
NEW YORK	43,751	30,975	47,960	45,692	35,407	6,920	5,208	2,081	542	51	218,587
NORTH CAROLINA	26,946	34,017	43,507	3,692	900	1,146	2,246	845	1,542	53	114,894
NORTH DAKOTA	3,258	3,474	2,083	291	60	104	206	87	198	15	9,776
OHIO	65,439	58,214	64,472	4,277	0	3,493	2,676	1,023	1,662	96	201,352
OKLAHOMA	19,109	25,035	13,781	558	352	455	706	323	643	35	60,997
OREGON	11,819	19,801	5,991	2,265	639	1,243	1,688	599	85	15	44,145
PENNSYLVANIA	72,127	46,307	49,276	12,494	289	2,096	4,804	2,318	525	8	190,244
PUERTO RICO	989	2,670	10,539	1,459	663	662	1,372	1,217	1,377	87	21,035
RHODE ISLAND	3,437	8,728	1,989	1,092	187	194	258	61	115	20	16,071
SOUTH CAROLINA	21,021	16,240	26,090	4,882	72	847	1,098	576	622	18	71,466
SOUTH DAKOTA	4,847	2,437	1,245	309	19	163	445	55	327	3	9,850
TENNESSEE	31,824	27,221	23,302	3,084	1,534	1,170	2,358	796	1,706	9	93,004
TEXAS	70,555	123,751	31,033	11,084	3,102	2,736	4,578	1,465	19,067	241	267,612
UTAH	7,834	12,760	3,327	9,650	108	211	680	303	1,231	23	36,127
VERMONT	3,168	4,481	3,363	328	185	264	293	85	241	16	12,424
VIRGINIA	32,101	27,842	18,950	5,025	530	513	1,495	1,642	2,908	45	91,051
WASHINGTON	11,495	20,782	11,063	5,466	1,199	1,018	1,302	418	1,265	41	54,049
WEST VIRGINIA	10,089	9,174	11,552	828	767	321	410	256	545	22	33,964
WISCONSIN	15,780	23,283	15,004	7,475	572	915	1,264	414	855	49	65,611
WYOMING	2,697	4,689	1,044	630	100	109	203	46	334	21	9,873
AMERICAN SAMOA	0	49	65	0	1	3	22	5	18	4	167
GUAM	382	200	921	27	0	1	97	27	127	8	1,790
NORTHERN MARIANAS	0	22	9	0	0	0	15	2	9	1	58
TRUST TERRITORIES	225	92	19	33	57	26	1,140	18	109	23	1,742
VIRGIN ISLANDS	285	146	732	43	0	13	57	12	15	15	1,318
BUR. OF INDIAN AFFAIRS	883	2,281	821	286	30	19	114	42	343	0	4,839
U.S. AND TERRITORIES	1,188,967	1,281,379	882,173	331,067	106,292	66,248	82,873	32,679	61,965	2,576	4,036,219

*Kansas 12,886-12,523-7,780--2,590-----703---339---765--- 251---852---39---38,733

TABLE IX

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1978-1979

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	16,305	12,563	33,923	2,801	496	408	1,143	553	1,500	57	69,749
ALASKA	2,286	5,114	1,051	322	84	124	203	34	109	14	9,341
ARIZONA	10,691	20,751	7,238	3,893	654	915	873	330	458	11	45,814
ARKANSAS	9,651	10,453	17,703	382	286	417	702	298	447	6	40,345
CALIFORNIA	113,246	92,957	41,023	23,199	35,164	18,856	7,437	2,789	0	216	334,887
COLORADO	10,558	19,487	8,259	5,610	0	858	1,002	316	566	20	46,676
CONNECTICUT	14,664	24,246	8,954	10,618	353	584	1,252	682	185	1	61,539
DELAWARE	2,054	5,565	2,839	2,527	95	246	185	105	42	21	13,679
DISTRICT OF COLUMBIA	2,129	1,767	1,882	752	186	271	54	77	173	21	7,312
FLORIDA	37,302	42,674	31,990	10,200	0	2,120	1,952	925	1,281	19	128,463
GEORGIA	23,812	22,949	31,214	12,514	2,122	394	2,559	911	1,253	58	97,786
HAWAII	803	6,622	2,465	348	12	196	344	55	135	22	11,002
IDAHO	4,067	6,755	3,721	379	818	714	422	315	351	2	17,544
ILLINOIS	77,192	70,931	46,977	28,721	2,500	3,645	4,819	2,020	5,025	151	241,981
INDIANA	49,266	13,061	28,269	1,810	307	826	1,529	620	1,107	41	96,836
IOWA	17,069	21,674	12,786	2,607	0	542	1,021	240	701	43	56,683
KANSAS	13,710	11,062	7,946	2,113	389	263	671	227	659	48	37,088
KENTUCKY	22,117	11,368	23,060	1,776	1,828	602	1,055	479	584	106	62,975
LOUISIANA	35,251	24,739	22,661	5,383	1,162	565	1,788	555	1,231	34	93,369
MAINE	5,987	7,228	5,467	3,533	393	267	439	165	786	18	24,283
MARYLAND	22,972	42,616	12,134	3,469	1,489	1,274	1,781	692	2,111	33	88,571
MASSACHUSETTS	40,084	34,457	26,671	24,541	3,038	2,929	6,637	1,263	679	277	140,576
MICHIGAN	59,632	38,149	32,921	16,109	0	4,191	3,208	1,135	28	0	155,363
MINNESOTA	22,766	32,982	14,973	3,754	1,454	1,076	1,434	503	351	36	79,329
MISSISSIPPI	13,675	5,977	18,330	135	15	311	580	209	0	8	39,240
MISSOURI	35,950	27,787	24,717	5,882	1,181	764	1,306	496	1,400	59	99,542
MONTANA	4,025	4,912	2,126	474	99	117	347	168	237	14	12,549
NEBRASKA	11,102	9,402	7,887	1,497	0	424	615	195	130	0	31,252
NEVADA	3,534	4,915	1,780	511	66	78	198	80	232	11	11,405
NEW HAMPSHIRE	1,415	5,394	2,360	652	194	177	267	235	154	2	10,850
NEW JERSEY	63,473	41,878	21,386	11,178	1,801	4,221	2,612	1,457	3,890	96	151,992
NEW MEXICO	3,343	9,163	3,930	1,588	34	192	451	159	332	47	19,239
NEW YORK	48,140	19,410	48,566	39,403	39,291	4,222	7,249	2,428	169	28	208,906
NORTH CAROLINA	26,452	26,960	45,557	2,937	1,089	1,002	2,171	780	1,172	77	108,197
NORTH DAKOTA	3,504	3,252	2,050	260	35	80	202	71	193	13	9,660
OHIO	63,773	48,811	66,411	3,476	0	3,470	2,712	985	1,221	130	190,989
OKLAHOMA	17,965	22,779	14,025	440	618	282	787	289	589	35	57,809
OREGON	12,397	16,966	6,195	2,369	436	918	1,451	528	0	0	41,260
PENNSYLVANIA	75,129	38,030	51,340	11,103	273	2,709	4,950	2,556	428	4	186,522
PUERTO RICO	701	1,480	13,510	758	443	464	1,477	206	780	49	19,968
RHODE ISLAND	3,181	6,952	2,243	1,111	213	176	271	67	98	16	14,328
SOUTH CAROLINA	20,878	14,516	27,276	4,549	45	824	1,160	602	475	11	70,336
SOUTH DAKOTA	4,683	2,036	1,374	334	73	166	469	48	284	12	9,479
TENNESSEE	31,542	24,817	26,510	2,656	1,478	1,278	2,322	875	1,561	15	93,054
TEXAS	73,845	129,784	36,259	9,729	2,557	2,906	5,935	1,471	10,796	217	273,499
UTAH	7,426	12,311	3,532	9,598	125	288	669	248	1,057	11	35,265
VERMONT	3,064	1,691	2,593	3,876	130	219	333	93	126	5	12,130
VIRGINIA	32,604	23,398	19,468	3,955	664	602	1,797	1,681	2,953	51	87,173
WASHINGTON	12,787	17,195	11,374	5,468	345	1,817	1,216	365	1,232	77	51,876
WEST VIRGINIA	9,397	7,760	11,181	660	781	286	553	288	372	15	31,293
WISCONSIN	14,157	19,544	15,792	6,393	640	1,544	1,345	456	565	47	60,483
WYOMING	2,647	4,404	1,081	590	124	90	263	61	266	16	9,542
AMERICAN SAMOA	14	97	84	0	7	9	25	4	0	0	240
GUAM	831	76	1,457	56	0	0	109	29	52	9	2,619
NORTHERN MARIANAS	12	1	13	1	1	9	18	1	8	1	65
TRUST TERRITORIES	91	1,082	42	5	7	46	112	55	35	5	1,480
VIRGIN ISLANDS	205	137	586	53	1	18	56	6	17	11	1,090
BUR. OF INDIAN AFFAIRS	609	2,472	718	411	45	51	84	24	136	0	4,550
U.S. AND TERRITORIES	1,216,165	1,135,559	917,880	301,469	105,640	70,299	86,382	32,607	50,722	2,350	3,919,073

TABLE X

CHANGES IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 FROM SCHOOL YEAR 1978-1979 TO SCHOOL YEAR 1979-1980

BY HANDICAPPING CONDITION

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	-2,199	3,107	1,204	702	20	0	14	32	-193	57	2,629
ALASKA	453	602	-145	11	-25	12	2	14	-41	14	901
ARIZONA	584	1,621	-359	466	-45	53	25	1	250	11	2,489
ARKANSAS	1,824	2,797	-270	93	164	25	16	19	-9	6	4,682
CALIFORNIA	-4,962	25,017	-1,213	5,326	289	-3,062	-25	65	0	216	20,646
COLORADO	-80	1,014	-1,451	795	0	-156	-89	31	537	20	552
CONNECTICUT	-322	773	-742	967	591	47	-19	-40	-149	1	1,012
DELAWARE	-156	963	-210	199	-79	6	-3	19	6	21	755
DISTRICT OF COLUMBIA	-527	-639	-573	-302	-6	37	-4	-22	-5	21	-2,095
FLORIDA	3,770	5,155	-2,017	731	0	615	108	-72	211	19	8,500
GEORGIA	-83	4,149	-940	1,446	-639	166	-467	-107	556	58	4,061
HAWAII	399	316	-345	23	-8	-11	-22	-3	49	22	380
IDAHO	109	1,136	-700	159	-243	-231	61	-65	278	2	522
ILLINOIS	1,492	1,766	3,793	2,819	-92	757	358	127	-2,575	151	8,482
INDIANA	-1,483	4,312	-1,104	243	93	37	-100	-19	16	41	1,982
IOWA	-1,025	2,287	169	636	3	131	42	81	-34	43	2,286
KANSAS	-824	1,466	-166	477	314	6	34	24	193	48	1,645
KENTUCKY	841	2,837	261	847	-815	27	4	-32	65	106	4,112
LOUISIANA	-10,611	4,677	-1,948	-182	321	169	-107	-4	-48	34	-7,729
MAINE	-412	412	-174	148	-83	29	20	-30	74	18	24
MARYLAND	1,516	3,502	-264	147	349	172	87	-19	41	33	5,192
MASSACHUSETTS	824	783	151	246	2,602	2,614	-150	-135	-396	277	1,293
MICHIGAN	-5,505	5,323	-1,733	1,954	0	-53	-3	14	25	0	22
MINNESOTA	482	2,219	-79	191	207	170	181	-29	-309	36	3,017
MISSISSIPPI	389	2,159	390	120	3	11	-37	19	130	8	3,190
MISSOURI	-2,613	2,805	-1,525	118	-125	17	-111	-66	164	59	-1,408
MONTANA	-146	354	-346	-15	12	-18	-57	22	423	14	232
NEBRASKA	-554	550	-872	-111	0	27	-104	-8	196	0	-866
NEVADA	-448	465	-415	-191	128	189	-4	-6	87	11	-198
NEW HAMPSHIRE	211	926	93	406	4	20	26	22	59	2	1,777
NEW JERSEY	-2,929	3,457	-2,537	315	376	220	-353	-29	-339	96	-2,414
NEW MEXICO	760	793	-491	35	-17	10	19	-3	155	47	1,240
NEW YORK	-4,389	11,565	-606	6,289	-3,884	2,698	-2,041	-347	373	28	9,681
NORTH CAROLINA	494	7,057	-2,050	755	-188	143	75	65	370	77	6,697
NORTH DAKOTA	-246	222	33	31	25	24	4	16	5	13	116
OHIO	1,666	9,403	-1,989	801	0	13	-36	38	441	130	10,363
OKLAHOMA	1,144	2,256	-244	118	-266	93	9	34	54	35	3,188
OREGON	-578	2,835	-204	-104	203	325	237	71	85	0	2,885
PENNSYLVANIA	-3,002	8,277	-2,064	1,391	16	613	-146	-238	97	4	3,722
PUERTO RICO	288	1,190	-2,971	701	220	128	-105	911	597	49	1,067
RHODE ISLAND	256	1,776	-254	-19	-26	8	-13	-6	17	16	1,743
SOUTH CAROLINA	143	1,724	-1,186	333	27	23	-62	-26	147	11	1,130
SOUTH DAKOTA	164	401	-129	-25	-54	3	-24	7	43	12	371
TENNESSEE	282	2,404	-3,208	428	56	-109	36	-79	145	15	-50
TEXAS	-3,290	-6,033	-5,226	1,355	545	-150	-1,357	-6	8,271	217	-5,887
UTAH	408	449	-205	52	-17	77	11	55	174	11	862
VERMONT	104	2,790	770	-3,548	55	15	-40	-8	115	5	294
VIRGINIA	-503	4,444	-518	1,070	-134	-89	-302	-39	-45	51	3,878
WASHINGTON	-1,292	3,587	-311	-2	854	799	86	53	35	77	2,173
WEST VIRGINIA	692	1,414	371	168	-14	35	-143	-32	173	15	2,671
WISCONSIN	1,623	3,739	-788	1,082	-68	629	-81	-42	290	47	5,128
WYOMING	50	285	-37	40	-24	19	-60	-15	68	16	331
AMERICAN SAMOA	-14	-48	-19	0	-6	6	3	1	18	0	-73
GUAM	-449	124	-536	-29	0	1	-12	-2	75	3	-829
NORTHERN MARIANAS	-12	21	-4	-1	-1	2	3	-1	1	1	-7
TRUST TERRITORIES	134	-990	-23	28	50	-20	1,028	-37	74	5	262
VIRGIN ISLANDS	80	9	146	-10	-1	2	1	6	-2	14	228
BUR. OF INDIAN AFFAIRS	274	-191	103	-125	-15	-12	30	18	207	0	289
U.S. AND TERRITORIES	-27,198	145,820	-35,707	29,598	652	-4,051	-3,509	72	11,243	2,350	117,146

TABLE XI

PERCENT* OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1.84	2.04	4.57	0.46	0.07	0.05	0.15	0.07	0.17	0.01	9.43
ALASKA	3.09	6.45	1.02	0.38	0.07	0.18	0.23	0.05	0.08	0.01	11.56
ARIZONA	2.21	4.39	1.35	0.86	0.12	0.17	0.18	0.06	0.14	0.00	9.49
ARKANSAS	2.53	2.92	3.85	0.10	0.10	0.10	0.16	0.07	0.10	0.01	9.94
CALIFORNIA	2.68	2.91	0.98	0.70	0.88	0.38	0.18	0.07	0.00	0.01	8.78
COLORADO	1.90	3.72	1.24	1.16	0.00	0.13	0.17	0.05	0.20	0.01	8.58
CONNECTICUT	2.50	4.36	1.43	2.02	0.16	0.09	0.21	0.11	0.01	0.00	10.90
DELAWARE	1.82	6.27	2.53	2.62	0.02	0.24	0.17	0.12	0.05	0.03	13.87
DISTRICT OF COLUMBIA	1.51	1.06	1.23	0.42	0.17	0.22	0.05	0.05	0.16	0.04	4.91
FLORIDA	2.73	3.18	1.99	0.73	0.00	0.18	0.14	0.06	0.10	0.00	9.10
GEORGIA	2.20	2.52	2.81	1.30	0.14	0.05	0.19	0.07	0.17	0.00	9.46
HAWAII	0.71	4.11	1.26	0.22	0.00	0.10	0.19	0.03	0.11	0.01	6.75
IDAHO	2.06	3.89	1.49	0.27	0.28	0.24	0.24	0.12	0.31	0.01	8.91
ILLINOIS	4.03	3.72	2.60	1.61	0.12	0.23	0.26	0.11	0.13	0.01	12.82
INDIANA	4.41	1.60	2.51	0.19	0.04	0.08	0.13	0.06	0.10	0.00	9.12
IOWA	2.93	4.37	2.36	0.59	0.00	0.12	0.19	0.06	0.12	0.01	10.75
KANSAS	3.05	2.96	1.84	0.61	0.17	0.08	0.18	0.06	0.20	0.01	9.16
KENTUCKY	3.39	2.10	3.44	0.39	0.15	0.09	0.16	0.07	0.10	0.03	9.91
LOUISIANA	3.05	3.64	2.56	0.64	0.18	0.09	0.21	0.07	0.15	0.00	10.59
MAINE	2.45	3.35	2.32	1.62	0.14	0.15	0.20	0.06	0.38	0.00	10.67
MARYLAND	3.15	5.93	1.53	0.46	0.24	0.14	0.24	0.09	0.28	0.00	12.06
MASSACHUSETTS	3.90	3.36	2.56	2.36	0.54	0.03	0.62	0.11	0.03	0.03	13.53
MICHIGAN	2.91	2.34	1.68	0.97	0.00	0.22	0.17	0.06	0.00	0.00	8.35
MINNESOTA	2.99	4.52	1.91	0.51	0.21	0.16	0.21	0.06	0.01	0.00	10.58
MISSISSIPPI	2.92	1.69	3.88	0.05	0.00	0.07	0.11	0.05	0.03	0.00	8.80
MISSOURI	3.82	3.50	2.66	0.69	0.12	0.08	0.14	0.05	0.18	0.01	11.24
MONTANA	2.40	3.26	1.10	0.28	0.07	0.08	0.18	0.12	0.41	0.01	7.91
NEBRASKA	3.67	3.46	2.44	0.48	0.00	0.16	0.18	0.07	0.11	0.00	10.58
NEVADA	2.09	3.64	0.92	0.22	0.13	0.18	0.13	0.05	0.22	0.01	7.59
NEW HAMPSHIRE	0.95	3.69	1.43	0.62	0.12	0.12	0.17	0.15	0.12	0.00	7.38
NEW JERSEY	4.70	3.52	1.46	1.05	0.17	0.15	0.18	0.11	0.28	0.00	11.61
NEW MEXICO	1.49	3.61	1.25	0.59	0.01	0.07	0.17	0.06	0.18	0.02	7.43
NEW YORK	1.48	1.05	1.63	1.55	1.20	0.23	0.18	0.07	0.02	0.00	7.41
NORTH CAROLINA	2.34	2.96	3.78	0.32	0.08	0.10	0.20	0.07	0.13	0.00	9.99
NORTH DAKOTA	2.75	2.94	1.76	0.25	0.05	0.09	0.17	0.07	0.17	0.01	8.26
OHIO	3.23	2.87	3.18	0.21	0.00	0.17	0.13	0.05	0.08	0.00	9.94
OKLAHOMA	3.28	4.29	2.36	0.10	0.06	0.06	0.14	0.06	0.11	0.01	10.45
OREGON	2.53	4.24	1.28	0.48	0.14	0.27	0.36	0.13	0.02	0.00	9.45
PENNSYLVANIA	3.66	2.35	2.50	0.63	0.01	0.11	0.24	0.12	0.03	0.00	9.66
PUERTO RICO	0.14	0.36	1.44	0.20	0.09	0.09	0.19	0.17	0.19	0.01	2.87
RHODE ISLAND	2.23	5.66	1.29	0.71	0.12	0.12	0.17	0.04	0.07	0.01	10.43
SOUTH CAROLINA	3.36	2.60	4.18	0.78	0.01	0.14	0.18	0.09	0.10	0.00	11.44
SOUTH DAKOTA	3.65	1.83	0.94	0.23	0.01	0.12	0.34	0.04	0.25	0.00	7.42
TENNESSEE	3.67	3.14	2.69	0.36	0.18	0.14	0.27	0.09	0.20	0.00	10.74
TEXAS	2.46	4.31	1.08	0.39	0.11	0.10	0.16	0.05	0.66	0.01	9.31
UTAH	2.35	3.83	1.00	2.90	0.03	0.06	0.20	0.09	0.37	0.01	10.85
VERMONT	3.17	4.49	3.37	0.33	0.19	0.26	0.29	0.09	0.24	0.02	12.45
VIRGINIA	3.11	2.70	1.84	0.49	0.05	0.05	0.14	0.16	0.28	0.00	8.83
WASHINGTON	1.50	2.72	1.45	0.71	0.16	0.13	0.17	0.05	0.17	0.01	7.07
WEST VIRGINIA	2.60	2.36	2.97	0.21	0.20	0.08	0.11	0.07	0.14	0.01	8.74
WISCONSIN	1.84	2.71	1.75	0.87	0.07	0.11	0.15	0.05	0.10	0.01	7.65
WYOMING	2.82	4.91	1.09	0.66	0.10	0.11	0.21	0.05	0.35	0.02	10.34
AMERICAN SAMOA	0.00	0.61	0.82	0.00	0.01	0.04	0.28	0.06	0.23	0.05	2.09
GUAM	1.38	0.73	3.34	0.10	0.00	0.00	0.35	0.10	0.46	0.03	6.49
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1.12	0.58	2.89	0.17	0.00	0.05	0.22	0.05	0.06	0.06	5.20
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	2.81	3.03	2.09	0.78	0.25	0.16	0.20	0.08	0.15	0.01	9.54

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* NUMBER OF CHILDREN AGES 3-21 YEARS SERVED AS A PERCENT OF ESTIMATED FALL, 1979 ENROLLMENT (AGES 5-17)

TABLE XII

PERCENT* OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	0.01	0.08	0.68	0,05	0.01	0.01	0.01	0.01	0.03	0.00	0.88
ALASKA	0.03	0.35	0.25	0.03	0.02	0.02	0.01	0.01	0.01	0.00	0.73
ARIZONA	0.02	0.33	0.41	0.06	0.05	0.03	0.02	0.01	0.02	0.00	1.01
ARKANSAS	0.01	0.17	0.29	0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.49
CALIFORNIA	0.02	0.12	0.30	0.04	0.03	0.04	0.01	0.01	0.00	0.00	0.57
COLORADO	0.02	0.18	0.19	0.06	0.00	0.01	0.01	0.01	0.01	0.00	0.51
CONNECTICUT	0.28	0.52	0.17	0.22	0.01	0.01	0.02	0.00	0.00	0.00	1.23
DELAWARE	0.00	0.19	0.09	0.08	0.00	0.00	0.00	0.00	0.00	0.00	0.37
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.01	0.00	0.00	0.03
FLORIDA	0.02	0.10	0.30	0.02	0.00	0.02	0.01	0.00	0.02	0.00	0.48
GEORGIA	0.02	0.08	0.32	0.03	0.01	0.00	0.01	0.00	0.01	0.00	0.49
HAWAII	0.00	0.08	0.14	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.24
IDAHO	0.01	0.01	0.37	0.06	0.63	0.41	0.08	0.05	0.30	0.00	1.95
ILLINOIS	0.03	0.20	0.46	0.17	0.01	0.01	0.01	0.01	0.02	0.00	0.91
INDIANA	0.03	0.03	0.17	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.25
IOWA	0.01	0.37	0.58	0.04	0.00	0.01	0.01	0.01	0.05	0.00	1.09
KANSAS	0.00	0.13	0.31	0.01	0.01	0.00	0.01	0.00	0.01	0.00	0.49
KENTUCKY	0.01	0.08	0.33	0.05	0.01	0.01	0.01	0.00	0.01	0.00	0.51
LOUISIANA	0.10	0.17	0.50	0.03	0.02	0.01	0.01	0.01	0.02	0.00	0.86
MAINE	0.02	0.13	0.31	0.06	0.01	0.00	0.00	0.01	0.05	0.00	0.58
MARYLAND	0.05	0.36	0.51	0.04	0.04	0.02	0.02	0.00	0.09	0.00	1.13
MASSACHUSETTS	0.26	0.22	0.17	0.15	0.04	0.00	0.04	0.01	0.00	0.00	0.88
MICHIGAN	0.02	0.19	0.38	0.08	0.00	0.04	0.03	0.01	0.00	0.00	0.75
MINNESOTA	0.02	0.26	0.43	0.05	0.01	0.01	0.02	0.00	0.00	0.00	0.80
MISSISSIPPI	0.04	0.09	0.58	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.73
MISSOURI	0.02	0.08	0.33	0.02	0.02	0.02	0.01	0.00	0.05	0.00	0.55
MONTANA	0.02	0.24	0.31	0.02	0.01	0.01	0.00	0.00	0.04	0.00	0.66
NEBRASKA	0.01	0.24	0.46	0.02	0.00	0.02	0.02	0.01	0.02	0.00	0.80
NEVADA	0.02	0.30	0.27	0.01	0.02	0.02	0.02	0.02	0.04	0.01	0.70
NEW HAMPSHIRE	0.01	0.37	0.19	0.04	0.01	0.01	0.01	0.00	0.00	0.00	0.64
NEW JERSEY	0.05	0.22	0.36	0.12	0.02	0.02	0.02	0.00	0.04	0.00	0.85
NEW MEXICO	0.03	0.27	0.31	0.05	0.00	0.01	0.01	0.00	0.04	0.00	0.72
NEW YORK	0.01	0.03	0.33	0.08	0.07	0.03	0.01	0.00	0.00	0.00	0.56
NORTH CAROLINA	0.02	0.13	0.58	0.02	0.01	0.01	0.00	0.00	0.01	0.00	0.79
NORTH DAKOTA	0.00	0.07	0.40	0.01	0.00	0.00	0.02	0.00	0.01	0.00	0.51
OHIO	0.01	0.06	0.36	0.01	0.00	0.02	0.02	0.00	0.01	0.00	0.49
OKLAHOMA	0.01	0.21	0.29	0.00	0.01	0.00	0.01	0.00	0.01	0.00	0.53
OREGON	0.02	0.22	0.47	0.15	0.07	0.29	0.13	0.01	0.00	0.00	1.37
PENNSYLVANIA	0.02	0.06	0.45	0.02	0.00	0.02	0.01	0.01	0.01	0.00	0.58
PUERTO RICO	-	-	-	-	-	-	-	-	-	-	-
RHODE ISLAND	0.04	0.76	0.57	0.14	0.05	0.01	0.03	0.01	0.01	0.00	1.62
SOUTH CAROLINA	0.06	0.17	0.72	0.03	0.00	0.02	0.02	0.00	0.01	0.00	1.03
SOUTH DAKOTA	0.05	0.14	0.18	0.02	0.01	0.01	0.02	0.00	0.02	0.00	0.44
TENNESSEE	0.06	0.24	0.62	0.13	0.04	0.03	0.03	0.01	0.05	0.00	1.20
TEXAS	0.02	0.38	0.20	0.04	0.01	0.01	0.00	0.00	0.05	0.00	0.73
UTAH	0.00	0.05	0.15	0.06	0.00	0.01	0.00	0.00	0.11	0.00	0.39
VERMONT	0.08	0.01	0.18	0.02	0.01	0.02	0.00	0.00	0.04	0.00	0.38
VIRGINIA	0.07	0.16	0.37	0.03	0.00	0.00	0.01	0.01	0.05	0.00	0.70
WASHINGTON	0.03	0.20	0.32	0.05	0.02	0.01	0.01	0.00	0.03	0.00	0.67
WEST VIRGINIA	0.04	0.12	0.63	0.02	0.02	0.01	0.00	0.00	0.01	0.00	0.84
WISCONSIN	0.02	0.17	0.42	0.05	0.01	0.01	0.01	0.00	0.02	0.00	0.71
WYOMING	0.01	0.38	0.23	0.02	0.00	0.00	0.03	0.00	0.03	0.00	0.70
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	0.03	0.17	0.37	0.06	0.02	0.02	0.02	0.01	0.02	0.00	0.73

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* PERCENT OF ESTIMATED POPULATION AGES 18-21 YEARS FOR JULY, 1979

TABLE XIII

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

	TOTAL			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	54,227	5,353	1,677	672
ALASKA	7,350	1,909	16	99
ARIZONA	35,560	8,791	1,849	805
ARKANSAS	21,594	8,127	2,812	219
CALIFORNIA	204,520	89,967	3,065	4,081
COLORADO	42,270	9,016	1,834	1,118
CONNECTICUT	39,350	10,578	3,022	285
DELAWARE	6,450	4,169	952	88
DISTRICT OF COLUMBIA	1,780	1,780	929	182
FLORIDA	83,565	24,532	6,333	4,182
GEORGIA	59,645	14,795	615	2,670
HAWAII	4,798	5,444	280	57
IDAHO	11,785	2,880	552	23
ILLINOIS[7]	139,086	41,797	18,402	6,082
INDIANA	65,996	28,333	765	-
IOWA	34,879	11,339	1,176	79
KANSAS	20,763	13,184	2,163	577
KENTUCKY	41,968	14,057	1,487	1,985
LOUISIANA	62,299	11,346	3,874	517
MAINE	16,332	1,536	1,018	503
MARYLAND	69,387	20,931	1,326	2,221
MASSACHUSETTS	90,064	25,578	12,310	1,789
MICHIGAN	85,513	36,795	2,758	2,081
MINNESOTA	53,858	7,766	4,475	1,283
MISSISSIPPI	20,282	7,192	176	233
MISSOURI	44,901	13,641	1,737	1,265
MONTANA	6,074	1,393	55	7
NEBRASKA	19,641	4,796	584	37
NEVADA	7,263	924	520	270
NEW HAMPSHIRE	6,225	1,766	628	279
NEW JERSEY	75,677	54,359	4,145	7,391
NEW MEXICO	-	-	-	-
NEW YORK	103,750	84,437	11,465	3,218
NORTH CAROLINA	77,194	11,768	3,229	1,653
NORTH DAKOTA	6,466	1,340	238	151
OHIO	69,241	39,172	13,325	2,067
OKLAHOMA	16,487	32,057	1,313	1,007
OREGON	32,432	3,919	1,228	1,305
PENNSYLVANIA	89,705	74,697	12,323	516
PUERTO RICO	5,740	5,206	1,335	734
RHODE ISLAND	8,700	2,996	620	60
SOUTH CAROLINA	63,490	14,688	1,883	215
SOUTH DAKOTA	8,105	761	375	24
TENNESSEE	97,606	7,837	2,443	232
TEXAS	242,027	30,734	6,490	9,082
UTAH	29,311	2,638	1,663	214
VERMONT	4,711	1,407	403	0
VIRGINIA	56,713	20,758	5,516	542
WASHINGTON	22,360	17,547	309	192
WEST VIRGINIA	21,366	5,902	1,100	794
WISCONSIN	29,136	19,491	1,985	488
WYOMING	9,278	1,456	339	107
AMERICAN SAMOA	73	72	0	0
GUAM	-	-	-	-
NORTHERN MARIANAS	10	34	0	0
TRUST TERRITORIES	1,219	166	0	0
VIRGIN ISLANDS	521	476	-	-
BUR. OF INDIAN AFFAIRS	2,608	212	131	38
U.S. AND TERRITORIES	2,431,351	863,845	149,248	63,719

TABLE XIII-A

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	15,633	-			8,300	121	-	-
ALASKA	2,067	55	-	11	4,170	1,017	-	3
ARIZONA	11,333	32	0		18,478	2,183	165	-
ARKANSAS	7,712				6,792	1,234	7	-
CALIFORNIA	97,321	1,789	44	8	60,873	28,461	942	335
COLORADO	12,467	31	35	6	21,893	1,023	421	7
CONNECTICUT	11,199	1,582	55	6	15,528	5,809	504	61
DELAWARE	1,524	175		12	2,693	1,916	43	18
DISTRICT OF COLUMBIA	1,503	13	31		68	501	87	-
FLORIDA	33,353	1,755	0	0	35,113	4,471	0	0
GEORGIA	21,910	4	13	1	13,793	937	85	120
HAWAII	1,803	-			2,100	3,575	2	-
IDAHO	4,846	3	-	-	5,304	164	0	-
ILLINOIS[7]	64,187	1,985	0	0	37,183	13,061	1,399	0
INDIANA	56,137	110	-	-	6,257	1,059	-	-
IOWA	13,650	31	0	9	17,982	908		6
KANSAS	6,507	3,603	193	42	12,708	1,198	-	1
KENTUCKY	21,595	423	66	126	7,835	1,535	39	114
LOUISIANA	31,075	2,696	-	7	10,444	3,459	476	18
MAINE	4,852	60	2	0	5,688	95	62	0
MARYLAND	33,547	3,698	10	13	30,473	6,075	205	4
MASSACHUSETTS	25,525	7,250	3,489	507	18,229	5,177	2,492	362
MICHIGAN	49,761	8	0	1,055	21,897	7,664	12	40
MINNESOTA	18,863	257	8	17	24,394	1,159	504	160
MISSISSIPPI	9,688	216	5	4	3,095	374	3	3
MISSOURI	23,209	1,944	237	12	13,565	1,909	95	69
MONTANA	2,408	9	0	0	2,150	902	1	0
NEBRASKA	8,218	-	-	-	5,378	1,792	-	-
NEVADA	3,167	22	-	-	3,347	371	-	-
NEW HAMPSHIRE	1,256	81	32	44	3,649	481	13	95
NEW JERSEY	53,610	8,940	140	-	16,699	20,818	1,05	-
NEW MEXICO	-	-	-	-	-			-
NEW YORK	65,779	204	60	-	22,054	3,094	313	2
NORTH CAROLINA	23,163	50	107	-	20,870	132	428	44
NORTH DAKOTA	3,448	0	0	0	2,313	9	0	0
OHIO	45,684	22,335	-	78	20,989	8,635	-	66
OKLAHOMA	7,165	8,409	-	18	6,328	12,679	-	19
OREGON	11,612	0	0	0	15,927	102	0	52
PENNSYLVANIA	72,520	145	0	0	12,265	16,729	3,429	0
PUERTO RICO	111	91	59	16	1,029	211	233	1
RHODE ISLAND	3,204	499	0	0	3,826	521	0	0
SOUTH CAROLINA	27,015	21	-	-	14,126	929	3	-
SOUTH DAKOTA	3,867	364		-	1,559	145	-	-
TENNESSEE	27,127	654	45	1	39,988	990	10	0
TEXAS	71,235	1,483	51	17	129,202	10,129	314	45
UTAH	5,429	1	59	-	12,194	65	353	10
VERMONT	1,691	0	0	0	2,779	0	21	0
VIRGINIA	30,939	78	18	2	17,471	2,868	362	4
WASHINGTON	9,602	1,144	0	0	8,616	5,377	5	7
WEST VIRGINIA	10,284	144	11	1	6,057	538	50	18
WISCONSIN	11,035	-	-		17,414	-	16	-
WYOMING	2,872	-	4	-	4,387	568	1	-
AMERICAN SAMOA	0	0	0	0	73	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	10	0	0	0	0	0	0	0
TRUST TERRITORIES	61	30	0	0	925	57	0	0
VIRGIN ISLANDS	308	0	-	-	192	0	-	-
BUR. OF INDIAN AFFAIRS	473	2	-	-	1,409	31	-	-
U.S. AND TERRITORIES	1,084,560	72,426	4,774	2,013	798,071	183,258	14,264	1,684

TABLE XIII-B (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	29,000	3,000	800	276	-	200	200	116
ALASKA	655	516	6	35	160	126	6	13
ARIZONA	2,468	4,906	613	-	2,351	1,508	518	-
ARKANSAS	6,804	6,499	2,325	-	65	167	-	43
CALIFORNIA	724	31,048	406	207	3,927	15,912	1,595	539
COLORADO	2,367	4,686	636	3	4,271	2,392	466	473
CONNECTICUT	5,782	1,290	1,204	81	5,882	1,609	930	88
DELAWARE	750	1,163	411	38	1,397	851	203	13
DISTRICT OF COLUMBIA	30	869	479	-	78	162	285	5
FLORIDA	8,732	14,074	4,903	1,758	5,075	2,952	984	58
GEORGIA	12,287	11,965	191	76	7,813	879	50	39
HAWAII	776	1,320	250	-	67	115	10	18
IDAHO	21	2,641	321	12	401	7	23	-
ILLINOIS[1]	17,207	19,674	5,881	0	17,113	5,087	4,030	0
INDIANA	2,582	24,538	-	-	420	1,100	-	-
IOWA	1,887	8,863	365	28	883	1,102	340	8
KANSAS	732	6,555	436	73	296	1,362	1,033	117
KENTUCKY	10,582	10,553	184	365	708	854	362	119
LOUISIANA	15,144	2,439	2,036	42	2,224	2,057	634	120
MAINE	2,899	1,213	479	96	2,032	123	180	164
MARYLAND	2,998	7,980	184	31	887	1,584	518	283
MASSACHUSETTS	21,876	6,213	2,990	434	14,582	4,141	1,993	290
MICHIGAN	5,130	20,339	1,175	36	6,156	5,236	1,554	30
MINNESOTA	7,301	4,820	2,102	89	1,548	964	995	118
MISSISSIPPI	7,073	6,405	114	120	26	31	4	4
MISSOURI	4,762	8,841	1,035	682	1,963	698	278	278
MONTANA	1,084	374	37	0	204	68	14	0
NEBRASKA	5,000	2,292	234	-	617	403	123	-
NEVADA	577	392	277	18	36	59	-	153
NEW HAMPSHIRE	634	1,049	240	45	238	75	78	26
NEW JERSEY	2,004	12,911	463	4,148	2,107	7,515	1,866	1,214
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,814	33,759	3,166	57	4,713	22,884	3,501	716
NORTH CAROLINA	29,873	9,573	1,035	76	1,800	234	229	1,099
NORTH DAKOTA	259	1,243	92	59	175	41	4	2
OHIO[2]	1,458	3,555	12,755	317	134	1,198	259	285
OKLAHOMA	2,275	9,713	883	14	114	359	47	99
OREGON	1,707	3,444	272	649	1,453	113	324	189
PENNSYLVANIA	329	46,365	5,128	516	913	7,544	1,987	0
PUERTO RICO	4,370	3,812	581	238	75	249	56	50
RHODE ISLAND	96	1,506	101	0	89	392	385	7
SOUTH CAROLINA	17,736	10,272	1,231	-	3,034	2,403	90	-
SOUTH DAKOTA	2,171	204	375	24	192	19	-	-
TENNESSEE	19,117	5,199	1,154	30	3,001	518	577	0
TEXAS	21,213	13,125	1,815	177	5,648	2,572	977	2,123
UTAH	1,809	1,852	964	27	8,708	548	168	51
VERMONT	97	1,388	135	0	34	0	96	0
VIRGINIA	3,947	15,866	1,498	126	1,048	1,313	1,335	198
WASHINGTON	1,758	6,744	197	14	1,675	2,586	80	12
WEST VIRGINIA	3,912	4,826	948	120	0	150	23	2
WISCONSIN	-	13,772	791	-	-	5,100	695	-
WYOMING	418	626	172	-	1,170	214	159	-
AMERICAN SAMOA	0	46	0	0	0	0	0	0
GUAM	-		-	-	-	-	-	-
NORTHERN MARIANAS	0	9	0	0	0	0	0	0
TRUST TERRITORIES	21	19	0	0	0	11	0	0
VIRGIN ISLANDS	14	407	-	-	7	23	-	-
BUR. OF INDIAN AFFAIRS	352	112	119	36	293	52	-	-
U.S. AND TERRITORIES	298,614	416,865	64,389	11,173	117,803	107,862	30,264	9,162

TABLE XIII-C (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]	-	-	-	-	300	46	-	-
ALASKA	129	27	1	10	44	48	2	20
ARIZONA	0	0	0	805	315	102	42	-
ARKANSAS	-	-	37	174	100	34	18	2
CALIFORNIA	27,976	2,574	43	2,309	11,877	4,280	7	572
COLORADO[4]	-	-	-	-	400	660	54	629
CONNECTICUT	67	39	80	17	258	91	60	15
DELAWARE	2	33	2	-	9	12	183	2
DISTRICT OF COLUMBIA	16	46	27	137	5	112	2	40
FLORIDA[5]	-	-	-	1,553	255	574	446	0
GEORGIA	417	23	9	1,871	387	325	15	192
HAWAII	-	4	1		-	140	8	24
IDAHO	633	0	1	11	523	45	30	-
ILLINOIS[7]	1,292	893	2,692	0	697	258	1,929	6,082
INDIANA	-	-	-		78	411	-	-
IOWA	-	0	-	-	109	161	81	22
KANSAS	-	-	-	-	78	207	13	340
KENTUCKY	476	49	5	798	201	391	22	350
LOUISIANA	1,952	260	64	260	491	105	100	56
MAINE	460	9	93	38	117	14	68	199
MARYLAND	159	14	1	1,511	99	571	34	372
MASSACHUSETTS	585	166	80	12	3,504	995	479	69
MICHIGAN	45	1	9	886	1,223	1,496	3	8
MINNESOTA	332	31	182	851	482	270	171	48
MISSISSIPPI	5	2	-	60	21	64	5	33
MISSOURI	380	27	8	100	222	67	28	51
MONTANA	64	19	0	0	70	10	3	7
NEBRASKA	-	-	-	37	150	131	-	-
NEVADA	10	4	171		7	12	37	99
NEW HAMPSHIRE	155	13	13	21	94	21	80	23
NEW JERSEY	208	1,612	15	624	113	789	487	103
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,131	21,984	2,437	2,027	295	966	507	412
NORTH CAROLINA	55	557	43	321	150	971	265	113
NORTH DAKOTA	27	16	4	72	48	24	36	7
OHIO[3]	-	-	-	-	222	1,071	-	1,159
OKLAHOMA	327	149	-	458	-	286	33	347
OREGON	337	38	0	296	312	44	173	65
PENNSYLVANIA[4]	-	-	-	-	25	1,922	372	0
PUERTO RICO	43	84	57	342	11	60	64	65
RHODE ISLAND	1,204	49	0	53	201	6	0	0
SOUTH CAROLINA	-	19	37	215	370	677	-	-
SOUTH DAKOTA	24	2	-	-	109	10	-	-
TENNESSEE	3,100	6	100	200	2,955	245	58	1
TEXAS	11,540	588	59	8	1,451	1,361	528	6,670
UTAH	513	88	42	90	107	47	75	9
VERMONT	17	19	-	0	24	-	60	0
VIRGINIA	98	3	1,286	144	227	170	497	62
WASHINGTON	114	226	0	151	243	615	23	4
WEST VIRGINIA	458	84	2	626	137	104	39	18
WISCONSIN	-	-	-	488	687			-
WYOMING	51	6		81	12	9	3	-
AMERICAN SAMOA	0	1	0	0	0	4	0	0
GUAM								-
NORTHERN MARIANAS	0	0	0	0	0	2	0	0
TRUST TERRITORIES	1	5	0	0	42	13	0	0
VIRGIN ISLANDS	0	7	-	-	0	7	-	-
BUR. OF INDIAN AFFAIRS	8	7		1	13	-	-	-
U.S. AND TERRITORIES	57,411	30,804	7,601	17,747	29,890	21,056	7,140	18,290

TABLE XIII-D (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	HARD OF HEARING[8]				VISUALLY HANDICAPPED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	261	39	-	-	275	47	183	-
ALASKA	82	9	-	1	36	8	1	4
ARIZONA					192	5	94	-
ARKANSAS	35	183	-	-	83	-	179	-
CALIFORNIA	609	2,024	4	13	1,078	1,409	7	9
COLORADO	593	222	169	-	279	2	53	-
CONNECTICUT	433	123	178	16	201	35	11	1
DELAWARE	24	7	13	4	51	12	6	1
DISTRICT OF COLUMBIA	43	12	3	-	36	65	1	-
FLORIDA					475	143	0	150
GEORGIA	1,572	318	65	258	583	32	57	1
HAWAII	36	62	-	-	16	27	1	-
IDAHO	30	10	11	-	21	4	60	-
ILLINOIS[7]	276	265	1,940	0	639	156	531	0
INDIANA					292	38	192	-
IOWA	271	167	3	5	97	31	82	1
KANSAS					231	46	81	3
KENTUCKY					259	33	174	11
LOUISIANA	391	143	-	0	285	54	152	4
MAINE	171	9	3	0	91	2	14	0
MARYLAND	639	214	9	1	420	109	161	4
MASSACHUSETTS	3,647	1,036	498	72	1,603	455	219	33
MICHIGAN					518	443	0	19
MINNESOTA	569	190	178	0	308	53	127	1
MISSISSIPPI	217	47	9	1	91	8	15	5
MISSOURI	417	74	20	19	268	32	15	11
MONTANA	64	11	0	0	23	0	0	0
NEBRASKA					100	-	55	-
NEVADA	55	1	-	-	50	3	10	-
NEW HAMPSHIRE	88	6	7	2	87	8	7	20
NEW JERSEY	271	787	10	-	493	402	75	694
NEW MEXICO	-	-	-		-	-	-	-
NEW YORK	1,190	336	35	-	1,462	177	385	4
NORTH CAROLINA	653	150	50	-	630	34	210	-
NORTH DAKOTA	101	5	5	0	71	1	26	2
OHIO[2]					277	309	137	10
OKLAHOMA	92	225	-	4	155	50	124	42
OREGON	677	145	175	3	268	0	96	28
PENNSYLVANIA	1,976	1,512	0	0	1,677	480	362	0
PUERTO RICO	11	16	12	3	45	53	13	10
RHODE ISLAND	41	23	0	0	39	0	8	0
SOUTH CAROLINA	584	322	388	-	625	39	134	-
SOUTH DAKOTA	0	-	-	-	36	3	-	-
TENNESSEE	1,330	136	0	0	889	56	165	0
TEXAS	468	90	1,342	10	802	296	62	22
UTAH	401	6	-	-	135	-	-	4
VERMONT	13	0	0	0	55	0	21	0
VIRGINIA	777	209	22	1	2,072	13	101	5
WASHINGTON	114	285	3	0	227	165	1	0
WEST VIRGINIA	322	54	11	1	196	2	16	8
WISCONSIN	-	476	-	-	-	143	125	-
WYOMING	200	10	-	-	138	-	-	-
AMERICAN SAMOA	0	7	0	0	0	3	0	0
GUAM	-		-	-	-	-	-	-
NORTHERN MARIANAS	0	5	0	0	0	2	0	0
TRUST TERRITORIES	66	12	0	0	62	10	0	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	42	2	-	-	15	5	4	1
U.S. AND TERRITORIES	19,852	9,985	5,163	414	19,056	5,503	4,551	1,108

TABLE XIII-E (Continued)

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF[8]				DEAF/HARD OF HEARING[8]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-				
ALASKA	7	103	-	2				
ARIZONA					423	55	417	-
ARKANSAS	3	10	246					
CALIFORNIA	135	2,470	17	0				
COLORADO	-	-		-				
CONNECTICUT				-				
DELAWARE		-	91					
DISTRICT OF COLUMBIA	1		14	-				
FLORIDA					562	563	0	663
GEORGIA	302	231	57	28				
HAWAII		201	8	15				
IDAHO	6	6	106					
ILLINOIS[2]	492	418	-	0				
INDIANA					138	427	573	-
IOWA		76	105					
KANSAS					211	211	407	1
KENTUCKY					312	219	635	102
LOUISIANA	293	133	412	10				
MAINE	22	11	117	6				
MARYLAND	165	666	4	2				
MASSACHUSETTS	513	145	70	10				
MICHIGAN					783	1,608	5	7
MINNESOTA	63	21	210	0				
MISSISSIPPI		-		-				
MISSOURI	115	49	21	43				
MONTANA	7	0	0	0				
NEBRASKA					178	178	172	-
NEVADA	14	60	25	-				
NEW HAMPSHIRE	24	32	40	3				
NEW JERSEY	172	585	38	608				
NEW MEXICO		-	-	-				
NEW YORK	312	1,033	1,061	-				
NORTH CAROLINA	-	67	862	-				
NORTH DAKOTA	24	1	71	9				
OHIO[2]					372	1,444	174	86
OKLAHOMA	31	187	226	6				
OREGON	139	33	188	23				
PENNSYLVANIA	0	0	1,045	0				
PUERTO RICO	45	630	260	9				
RHODE ISLAND	0	0	128	0				
SOUTH CAROLINA		6	-	-				
SOUTH DAKOTA	147	14		-				
TENNESSEE	100	33	334	0				
TEXAS	468	90	1,342	10				
UTAH	15	31	2	23				
VERMONT	1	0	70	0				
VIRGINIA	134	38	397	0				
WASHINGTON	11	405	0	4				
WEST VIRGINIA			-	-				
WISCONSIN	-	-	358	-				
WYOMING	10	33		26				
AMERICAN SAMOA	0	11	0	0				
GUAM			-	-				
NORTHERN MARIANAS	0	11	0	0				
TRUST TERRITORIES	41	9	0	0				
VIRGIN ISLANDS	0	32	-	-				
BUR. OF INDIAN AFFAIRS	3	1	8	-				
U.S. AND TERRITORIES	3,815	8,072	8,133	837	2,979	4,707	2,383	859

TABLE XIII-F

ENVIRONMENTS IN WHICH SCHOOL-AGED[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

	DEAF-BLIND				MULTIHANDICAPPED			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[2]	183	500	454	20	275	1,400	40	260
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA[2]	-	-	-	-	581	81	73	84
GEORGIA	-	-	-	-	-	-	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS[7]	-	-	-	-	92	650	-	-
INDIANA	-	-	-	-	-	-	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	66	45	21	3	-	-	-	-
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO[2]	-	-	-	-	105	625	-	66
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	1	0	0	0	4	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	249	546	475	23	1,053	2,760	113	410

TABLE XIV

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE SERVED DURING SCHOOL YEAR 1977-78

	TOTAL			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	2,630	308	96	-
ALASKA	2,292	604	10	34
ARIZONA	-	-	-	-
ARKANSAS	563	547	351	2
CALIFORNIA	2,050	5,322	107	189
COLORADO	200	837	169	15
CONNECTICUT	1,082	337	103	5
DELAWARE	184	289	248	13
DISTRICT OF COLUMBIA	31	239	211	5
FLORIDA	989	1,001	480	1,202
GEORGIA	490	784	48	139
HAWAII	-	16	47	-
IDAHO	428	231	414	10
ILLINOIS[7]	-	-	-	-
INDIANA	103	745	13	-
IOWA	514	1,143	100	6
KANSAS	252	604	253	30
KENTUCKY	1,266	299	264	213
LOUISIANA	2,014	1,499	848	9
MAINE	252	81	86	51
MARYLAND	3,121	5,051	270	843
MASSACHUSETTS	1,987	1,930	1,128	117
MICHIGAN	3,079	4,243	961	363
MINNESOTA	94	278	687	31
MISSISSIPPI	623	502	33	29
MISSOURI	477	467	311	476
MONTANA	355	116	0	0
NEBRASKA	-	-	-	-
NEVADA	-	1	10	-
NEW HAMPSHIRE	451	160	165	281
NEW JERSEY	1,782	1,078	533	-
NEW MEXICO	-	-	-	-
NEW YORK	4,055	3,503	466	126
NORTH CAROLINA	2,553	1,121	1,393	26
NORTH DAKOTA	307	118	82	13
OHIO[2]	-	-	3,147	-
OKLAHOMA	224	607	254	45
OREGON	461	152	118	106
PENNSYLVANIA	269	226	36	1
PUERTO RICO	14	344	181	75
RHODE ISLAND	319	58	166	26
SOUTH CAROLINA	1,165	733	205	-
SOUTH DAKOTA	16	3	34	6
TENNESSEE	2,200	358	112	100
TEXAS	6,972	2,058	472	661
UTAH	13	233	141	13
VERMONT	0	151	13	0
VIRGINIA	788	1,571	966	48
WASHINGTON	1,076	657	52	7
WEST VIRGINIA	1,660	346	103	66
WISCONSIN	455	1,694	877	28
WYOMING	259	45	57	-
AMERICAN SAMOA	0	13	0	0
GUAM	-	-	-	-
NORTHERN MARIANAS	0	2	0	0
TRUST TERRITORIES	0	0	2	0
VIRGIN ISLANDS	0	10	-	-
BUR. OF INDIAN AFFAIRS	372	10	54	-
U.S. AND TERRITORIES	50,487	42,725	16,877	5,410

TABLE XIV-A (continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE
SERVED DURING SCHOOL YEAR 1977-78

	SPEECH IMPAIRED				LEARNING DISABLED			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	652	17	-	4	1,314	320	-	2
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	312	-	-	-	143	75	-	-
CALIFORNIA	315	77	1	0	1,057	455	24	6
COLORADO	10	-	-	-	127	45	-	1
CONNECTICUT	251	49	1	0	431	195	33	0
DELAWARE	2	-	-	-	82	102	-	-
DISTRICT OF COLUMBIA	4	0	-	-	2	-	-	-
FLORIDA	101	6	0	0	304	43	0	0
GEORGIA	77	2	-	-	39	10	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	91	4	-	-	38	173	0	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	-	-	-	-
IOWA	15	0	0	-	353	20	-	0
KANSAS	28	75	1	0	166	0	-	0
KENTUCKY	94	3	-	3	429	1	-	11
LOUISIANA	726	91	-	3	161	217	-	0
MAINE	11	2	1	0	65	1	1	0
MARYLAND	724	392	1	0	1,474	828	6	3
MASSACHUSETTS	563	547	320	33	402	391	228	23
MICHIGAN	1,355	0	0	3	536	168	12	3
MINNESOTA	12	1	1	1	16	2	8	0
MISSISSIPPI	138	-	-	-	18	1	-	-
MISSOURI	102	2	-	-	109	2	-	6
MONTANA	62	0	0	0	75	17	0	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	8	0	0	0	230	28	10	11
NEW JERSEY	422	-	7	-	298	108	141	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,558	8	2	-	852	120	12	-
NORTH CAROLINA	150	-	7	-	214	-	591	-
NORTH DAKOTA	178	0	0	0	60	0	0	0
OHIO[3]	-	-	-	-	-	-	-	-
OKLAHOMA	18	19	-	-	135	202	-	29
OREGON	63	0	0	4	202	12	0	0
PENNSYLVANIA	218	1	0	0	37	50	10	0
PUERTO RICO	-	7	1	3	-	10	-	-
RHODE ISLAND	161	11	0	0	104	0	0	0
SOUTH CAROLINA	159	17	-	-	129	12	-	-
SOUTH DAKOTA	8	1	-	-	3	1	-	-
TENNESSEE	282	30	8	0	1,280	57	0	0
TEXAS	108	18	1	0	3,749	307	10	1
UTAH	-	-	-	1	5	106	-	-
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	142	5	12	1	215	25	13	0
WASHINGTON	57	8	1	0	947	153	0	0
WEST VIRGINIA	761	3	0	0	301	3	0	2
WISCONSIN	61		-	-	342	-	-	-
WYOMING	56	-	-	-	60	20	-	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	213	-	-	-	105	5	-	-
U.S. AND TERRITORIES	11,268	1,396	365	56	16,609	4,285	1,099	98

TABLE XIV-B (continued)

ENVIRONMENTS IN WHICH 18-21 YEAR OLD STUDENTS WERE
SERVED DURING SCHOOL YEAR 1977-78

STATE	MENTALLY RETARDED REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	EMOTIONALLY DISTURBED REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	1,100	288	-	-	1,500	14	-	-
ALASKA	206	164	10	11	50	40	-	5
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	23	438	247	-	10	21	1	-
CALIFORNIA	161	3,843	22	50	60	255	52	16
COLORADO	33	706	118	-	19	30	-	2
CONNECTICUT	179	35	25	2	184	43	23	3
DELAWARE	63	148	211	13	31	38	6	-
DISTRICT OF COLUMBIA	3	205	162	-	5	1	36	-
FLORIDA	502	864	440	917	39	37	13	175
GEORGIA	305	664	37	31	17	3	-	-
HAWAII	-	-	47	-	-	-	-	-
IDAHO	13	22	360	6	85	7	7	-
ILLINOIS[7]	-	-	-	-	-	-	-	-
INDIANA	70	663	-	-	25	67	-	-
IOWA	95	1,091	76	2	20	20	14	-
KANSAS	26	513	133	1	11	10	91	7
KENTUCKY	589	280	23	86	43	1	165	13
LOUISIANA	897	1,122	676	0	16	15	22	0
MAINE	128	74	61	20	30	1	6	21
MARYLAND	660	3,321	103	3	87	213	84	80
MASSACHUSETTS	483	469	274	28	322	312	183	18
MICHIGAN	770	3,604	798	143	174	147	134	7
MINNESOTA	48	270	596	25	3	3	51	0
MISSISSIPPI	464	497	25	18	-	-	-	-
MISSOURI	177	453	284	317	35	8	20	135
MONTANA	157	91	0	0	24	6	0	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	1	8	-	-	-	-	-
NEW HAMPSHIRE	122	118	119	252	43	5	13	5
NEW JERSEY	787	699	186	-	204	102	81	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	174	1,544	145	3	181	879	135	28
NORTH CAROLINA	2,089	1,021	457	8	100	-	55	-
NORTH DAKOTA	51	110	63	12	8	1	1	0
OHIO[2]	-	-	2,934	-	-	-	131	-
OKLAHOMA	54	295	205	3	-	9	9	3
OREGON	72	129	95	75	9	11	13	9
PENNSYLVANIA	1	140	15	1	3	23	5	0
PUERTO RICO	7	230	139	32	1	33	6	5
RHODE ISLAND	17	47	78	0	8	0	51	0
SOUTH CAROLINA	797	619	205	-	40	27	-	-
SOUTH DAKOTA	5	1	34	6	0	-	-	-
TENNESSEE	220	139	49	2	105	10	13	5
TEXAS	2,081	1,333	122	15	523	237	94	195
UTAH	5	34	133	8	3	90	-	3
VERMONT	0	151	0	0	0	0	0	0
VIRGINIA	295	1,498	539	25	33	19	118	15
WASHINGTON	52	368	45	2	6	55	0	0
WEST VIRGINIA	530	318	100	7	0	11	0	0
WISCONSIN	-	1,567	495	-	-	97	337	-
WYOMING	67	15	42	-	25	10	15	-
AMERICAN SAMOA	0	5	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	2	0	0	0	0	0	0
TRUST TERRITORIES	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	10	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	48	4	51	-	5	-	-	-
U.S. AND TERRITORIES	14,626	30,223	10,989	2,124	4,087	2,911	1,985	750

TABLE XIV-C (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE
SERVED DURING SCHOOL YEAR 1977-78

	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]	-	-	-	-	-	-	-	-
ALASKA	17	10	-	4	14	15	-	6
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	5	-	23	2	30	5	5	-
CALIFORNIA	264	132	3	91	80	288	2	26
COLORADO[4]	-	-	-	-	2	35	2	12
CONNECTICUT	8	2	6	0	6	3	5	0
DELAWARE	-	-	1	-	4	1	10	-
DISTRICT OF COLUMBIA	1	8	2	5	-	13	2	-
FLORIDA[5]	-	-	-	110	11	31	27	0
GEORGIA	-	-	1	39	5	16	1	47
HAWAII	-	1	-	-	-	9	-	-
IDAHO	148	7	7	4	32	7	14	-
ILLINOIS[7]		-	-	-	-	-	-	-
INDIANA	-		-	-	1	9	-	-
IOWA	-	0	-	-	8	6	5	4
KANSAS	-	-	-	-	1	5	1	22
KENTUCKY	15		-	40	8	8	-	43
LOUISIANA	95	49	5	0	59	1	12	4
MAINE	5	3	9	0	3	0	5	8
MARYLAND	7	6	0	657	11	108	3	100
MASSACHUSETTS	13	13	7	1	77	75	44	4
MICHIGAN	3	0	0	52	110	127	6	108
MINNESOTA	6	0	1	5	0	0	11	0
MISSISSIPPI	-		-	6	2	-	-	4
MISSOURI	17	1	6	6	14	1	-	4
MONTANA	8	1	0	0	2	1	0	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA		-	2	-	-	-	-	-
NEW HAMPSHIRE	11	1	0	5	15	5	8	7
NEW JERSEY	8	117	3	-	17	10	69	-
NEW MEXICO			-	-	-	-	-	-
NEW YORK	160	852	94	79	12	39	19	16
NORTH CAROLINA	-		5	6	-	100	29	12
NORTH DAKOTA	2	2	0	0	1	5	7	0
OHIO[2]	-		-	-	-	-	-	-
OKLAHOMA	-	43	-	4	1	15	-	4
OREGON	74	0	0	15	25	0	0	3
PENNSYLVANIA[4]	-	-	-	-	0	6	1	0
PUERTO RICO	-	12	26	24	4	8	9	8
RHODE ISLAND	0	0	0	26	14	0	0	0
SOUTH CAROLINA	-	3	-	-	9	28	-	-
SOUTH DAKOTA	0	-	-	-	0	-	-	-
TENNESSEE	30	60	10	91	178	20	15	2
TEXAS	289	35	2	0	97	94	35	447
UTAH	-	-	2	-	-	2	6	-
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	1	1	65	4	12	7	25	3
WASHINGTON	3	7	0	1	6	48	4	2
WEST VIRGINIA	13	7	0	53	15	3	0	0
WISCONSIN		-	3	28	52	-	-	-
WYOMING	5	-	-	-	5	-	-	-
AMERICAN SAMOA	0	2	0	0	0	1	0	0
GUAM			-		-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR OF INDIAN AFFAIRS	-	-	-	-	1	-	-	-
U.S. AND TERRITORIES	1,208	1,345	283	1,358	944	1,155	382	896

TABLE XIV-D (Continued)

ENVIRONMENTS IN WHICH 18-21 YEAR OLD STUDENTS WERE
SERVED DURING SCHOOL YEAR 1977-78

STATE	HARD OF HEARING[8] REGULAR CLASSES	HARD OF HEARING SEPARATE CLASSES	HARD OF HEARING SEPARATE FACILITIES	HARD OF HEARING OTHER EDUCATIONAL ENVIRONMENTS	VISUALLY HANDICAPPED REGULAR CLASSES	VISUALLY HANDICAPPED SEPARATE CLASSES	VISUALLY HANDICAPPED SEPARATE FACILITIES	VISUALLY HANDICAPPED OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-				30	6	-	-
ALASKA	26	3		1	11	3	-	1
ARIZONA	-	-		-			-	-
ARKANSAS	-	6	3	-	32		8	-
CALIFORNIA	28	77	1	0	75	69	1	0
COLORADO	7	20	44	-	2	1	5	-
CONNECTICUT	7	1	7	0	16	7	3	0
DELAWARE		-	4	-	2		-	-
DISTRICT OF COLUMBIA	-	-	2	-	16	12	7	-
FLORIDA					12	0	0	0
GEORGIA	25	5	2	15	17	-	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	2	4	8	-	16	4	12	-
ILLINOIS[7]	-	-	-	-		-	-	-
INDIANA					2	-	5	-
IOWA	17	6	3	0	6	0	2	-
KANSAS					6	1	23	0
KENTUCKY					14		7	2
LOUISIANA	30	2	-	0	14	22	23	2
MAINE	1	0	0	0	0	0	0	0
MARYLAND	79	18	0	0	63	30	73	0
MASSACHUSETTS	80	78	46	5	35	34	20	3
MICHIGAN					51	53	4	17
MINNESOTA	10	1	6	0	0	1	4	0
MISSISSIPPI	1			1		2	8	-
MISSOURI	13	-	1	-	6		-	-
MONTANA	21	0	0	0	3	0	0	0
NEBRASKA	-		-	-			-	-
NEVADA	-	-	-	-			-	-
NEW HAMPSHIRE	9	0	2	0	12	0	1	0
NEW JERSEY	25	7	3		18	9	18	-
NEW MEXICO	-			-			-	-
NEW YORK	49	14	1	-	57	7	15	-
NORTH CAROLINA	-		4	-			63	
NORTH DAKOTA	4	0	0	0	2	0	0	0
OHIO[3]							4	
OKLAHOMA	-	4	-	-	4	10	17	-
OREGON	6	0	0	0	10	0	0	0
PENNSYLVANIA	5	4	0	0	5	2	1	0
PUERTO RICO	-	6	-	-	2	4	-	-
RHODE ISLAND	12	0	0	0	0	0	9	0
SOUTH CAROLINA	18	19	-	-	13	7	-	-
SOUTH DAKOTA	0	-		-	0		-	-
TENNESSEE	60	23	0	0	40	6	2	-
TEXAS	36	7	102	1	53	20	4	1
UTAH	-	1	-	1				
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	22	4	6	0	67	2	11	0
WASHINGTON	4	7	0	0	1	5	0	0
WEST VIRGINIA	30	1	1	0	10	0	2	4
WISCONSIN	-	27		-		3	3	-
WYOMING	10	-	-	-	31		-	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM		-	-	-			-	
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0			0	0	-	-
BUR. OF INDIAN AFFAIRS	-					1	3	-
U.S. AND TERRITORIES	637	347	246	24	754	321	358	30

TABLE XIV-E (continued)

ENVIRONMENTS IN WHICH 18 21 YEAR-OLD STUDENTS WERE
SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF[8]				DEAF/HARD OF HEARING[8]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA								
ALASKA	2	32						
ARIZONA			-					
ARKANSAS	8	2	64					
CALIFORNIA	10	126	1	0				
COLORADO								
CONNECTICUT				-				
DELAWARE	-	-	16	-				
DISTRICT OF COLUMBIA	-	-						
FLORIDA					20	20	0	0
GEORGIA	5	2	4	-				
HAWAII	-	6	-	-				
IDAHO	3	3	6	-				
ILLINOIS[7]	-		-	-				
INDIANA					5	5	8	-
IOWA	-	0	0	-				
KANSAS					14	0	4	0
KENTUCKY					74	6	69	15
LOUISIANA	16	10	110	0				
MAINE	9	0	3	2				
MARYLAND	18	135	0	0				
MASSACHUSETTS	12	11	6	2				
MICHIGAN					80	144	7	30
MINNESOTA	1	0	10	0				
MISSISSIPPI	-	-	-	-				
MISSOURI	4	-	-	8				
MONTANA	3	0	0	0				
NEBRASKA				-				
NEVADA	-		-					
NEW HAMPSHIRE	1	3	12	1				
NEW JERSEY	3	26	25	-				
NEW MEXICO	-	-	-	-				
NEW YORK	12	40	43					
NORTH CAROLINA			182					
NORTH DAKOTA	1	0	11	1				
OHIO[2]						-	78	-
OKLAHOMA	12	10	23	2				
OREGON	0	0	10	0				
PENNSYLVANIA	0	0	4	0				
PUERTO RICO		34		3				
RHODE ISLAND	1	0	28	0				
SOUTH CAROLINA	-	1	-	-				
SOUTH DAKOTA	0		-	-				
TENNESSEE	5	11	15	0				
TEXAS	36	7	102	1				
UTAH				-				
VERMONT	0	0	13	0				
VIRGINIA	1	10	177	0				
WASHINGTON	0	6	2	2				
WEST VIRGINIA		-	-	-				
WISCONSIN	-	-	39	-				
WYOMING		-	-	-				
AMERICAN SAMOA	0	5	0	0				
GUAM	-	-	-	-				
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	-	-				
BUR. OF INDIAN AFFAIRS	-	-	-	-				
U.S. AND TERRITORIES	163	482	906	22	193	175	166	45

TABLE XIV-F (continued)

ENVIRONMENTS IN WHICH 18-21 YEAR-OLD STUDENTS WERE
SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF-BLIND REGULAR CLASSES	 SEPARATE CLASSES	 SEPARATE FACILITIES	 OTHER EDUCATIONAL ENVIRONMENTS	MULTIHANDICAPPED REGULAR CLASSES	 SEPARATE CLASSES	 SEPARATE FACILITIES	 OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	96	-	-	-	-	-
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	82	3	7
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	-	-	-	-	-	-	-	-
INDIANA	-	-	-	-	-	1	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	-	2	-	-	-	-	-	-
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	0	2	96	0	0	83	3	7

TABLE XV

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED IN DIFFERENT ENVIRONMENTS DURING SCHOOL YEAR 1977-1978

	NUMBER SERVED IN	PERCENT SERVED IN			
STATE	ALL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	66,142	87.56	8.74	2.68	1.02
ALASKA	12,820	78.31	20.42	0.20	1.07
ARIZONA	47,005	75.65	18.70	3.93	1.71
ARKANSAS	35,921	64.33	24.29	10.73	0.64
CALIFORNIA	332,013	67.23	30.44	0.99	1.34
COLORADO	57,267	74.83	19.36	3.76	2.05
CONNECTICUT	58,888	71.57	20.17	7.67	0.59
DELAWARE	12,713	53.53	35.74	9.93	0.80
DISTRICT OF COLUMBIA	5,875	41.38	35.18	19.76	3.68
FLORIDA	128,630	69.37	20.42	5.92	4.29
GEORGIA	82,869	75.72	19.91	0.87	3.49
HAWAII	11,006	45.48	50.28	3.72	0.52
IDAHO	16,953	74.48	18.79	6.49	0.24
ILLINOIS	226,258	61.47	27.33	8.51	2.69
INDIANA	97,844	67.93	31.17	0.91	-
IOWA	53,344	71.24	25.11	2.58	1.07
KANSAS	38,200	55.19	36.85	6.33	1.63
KENTUCKY	64,343	69.06	22.52	2.88	5.54
LOUISIANA	89,137	77.72	16.10	5.50	0.68
MAINE	20,614	83.72	8.11	5.48	2.69
MARYLAND	104,041	69.91	25.32	1.71	3.06
MASSACHUSETTS	141,878	67.42	19.98	11.21	1.39
MICHIGAN	150,348	65.64	29.84	2.56	1.95
MINNESOTA	74,276	78.11	12.39	7.68	1.81
MISSISSIPPI	30,033	70.92	27.05	0.93	1.10
MISSOURI	65,118	71.18	22.35	3.32	3.15
MONTANA	8,443	80.84	18.43	0.65	0.08
NEBRASKA	27,708	77.69	20.04	2.13	0.14
NEVADA	9,413	80.68	9.95	6.25	3.12
NEW HAMPSHIRE	10,324	65.10	19.02	8.63	7.25
NEW JERSEY	150,052	53.89	37.94	3.25	4.93
NEW MEXICO	-	-	-	-	-
NEW YORK	215,968	51.10	41.62	5.68	1.60
NORTH CAROLINA	105,691	80.60	12.60	5.18	1.62
NORTH DAKOTA	9,286	72.94	21.82	3.48	1.77
OHIO	127,598	54.26	30.70	13.42	1.62
OKLAHOMA	54,956	32.75	62.21	2.93	2.11
OREGON	41,710	81.90	11.17	3.39	3.54
PENNSYLVANIA	188,203	47.81	44.59	7.33	0.27
PUERTO RICO	14,111	41.19	40.81	11.52	6.48
RHODE ISLAND	14,034	67.74	22.56	8.71	0.99
SOUTH CAROLINA	88,786	79.39	17.94	2.42	0.24
SOUTH DAKOTA	10,453	86.85	8.17	4.36	0.62
TENNESSEE	119,101	90.00	7.34	2.23	0.43
TEXAS	330,530	83.87	10.56	2.30	3.27
UTAH	35,038	85.20	8.31	5.53	0.95
VERMONT	7,572	66.90	25.09	5.49	2.51
VIRGINIA	94,026	67.04	24.73	7.30	0.93
WASHINGTON	43,209	54.96	43.56	1.00	0.48
WEST VIRGINIA	32,847	[illegible].93	19.63	3.78	2.66
WISCONSIN	57,673	[illegible]5.72	37.32	6.05	0.91
WYOMING	12,608	80.63	12.20	6.08	1.09
AMERICAN SAMOA	166	43.98	56.02	0.00	0.00
GUAM	-	-	-	-	-
NORTHERN MARIANAS	52	25.00	75.00	0.00	0.00
TRUST TERRITORIES	1,545	84.85	10.74	4.40	0.00
VIRGIN ISLANDS	1,009	51.64	48.36	-	-
BUR. OF INDIAN AFFAIRS	3,638	84.55	8.99	5.42	1.04
U.S. AND TERRITORIES	3,839,286	68.03	25.29	4.72	1.96

TABLE XV-A (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	100.00		-		98.56	1.44	-	-
ALASKA	96.92	2.57	-	0.51	90.34	19.59	-	0.07
ARIZONA	99.72	0.28	0.00	-	88.73	10.48	0.79	-
ARKANSAS	96.95	-	3.05	-	84.06	15.84	0.10	-
CALIFORNIA	97.68	2.19	0.08	0.05	66.50	32.05	1.08	0.37
COLORADO	97.04	2.11	0.57	0.05	92.55	5.49	1.84	0.12
CONNECTICUT	83.88	15.21	0.84	0.07	70.40	26.45	2.80	0.36
DELAWARE	89.67	9.67	-	0.65	56.92	41.84	0.87	0.37
DISTRICT OF COLUMBIA	96.83	0.73	1.56	0.88	15.47	71.78	12.75	-
FLORIDA	95.00	5.00	0.00	0.00	88.51	11.49	0.00	0.00
GEORGIA	99.68	0.26	0.05	0.00	91.93	6.72	0.56	0.79
HAWAII	99.90	-	0.10	-	36.92	63.03	0.05	-
IDAHO	98.83	1.17	-	-	93.97	5.93	0.10	-
ILLINOIS	79.17	20.83	0.00	0.00	69.37	27.73	2.90	0.00
INDIANA	99.80	0.20	-		85.42	14.58	-	-
IOWA	97.28	1.37	0.00	1.35	94.85	4.85	-	0.30
KANSAS	61.83	35.94	1.83	0.39	91.34	8.65	-	0.01
KENTUCKY	94.38	1.85	0.29	3.47	82.54	15.43	0.40	1.63
LOUISIANA	92.44	7.54	0.00	0.03	71.08	25.51	3.21	0.20
MAINE	98.33	1.61	0.06	0.00	97.35	1.60	1.05	0.00
MARYLAND	88.88	10.93	0.04	0.15	81.59	17.69	0.69	0.03
MASSACHUSETTS	67.43	19.98	11.21	1.39	67.43	19.99	11.21	1.38
MICHIGAN	97.36	0.38	0.00	2.27	71.90	27.87	0.08	0.15
MINNESOTA	96.56	2.81	0.52	0.11	92.07	5.30	2.03	0.60
MISSISSIPPI	96.27	3.28	0.34	0.11	87.15	12.46	0.17	0.22
MISSOURI	91.26	7.69	0.92	0.13	85.35	13.07	0.58	1.00
MONTANA	99.67	0.33	0.00	0.00	70.89	29.07	0.03	0.00
NEBRASKA	99.01	0.99	-	-	75.01	24.99	-	-
NEVADA	99.37	0.63	-		90.06	9.94	-	-
NEW HAMPSHIRE	82.72	5.91	3.40	7.96	82.98	11.18	3.13	2.71
NEW JERSEY	85.78	13.97	0.25	-	42.97	53.84	3.19	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	99.60	0.31	0.09	-	86.61	12.15	1.23	0.01
NORTH CAROLINA	99.42	0.18	0.40		94.68	0.59	4.53	0.20
NORTH DAKOTA	92.22	7.78	0.00	0.00	97.13	2.87	0.00	0.00
OHIO	66.91	32.71	0.26	0.11	70.55	29.03	0.20	0.22
OKLAHOMA	47.15	52.54	-	0.32	33.39	66.23	-	0.39
OREGON	99.97	0.00	0.00	0.03	98.82	0.87	0.00	0.31
PENNSYLVANIA	92.23	7.77	0.00	0.00	37.10	51.39	11.51	0.00
PUERTO RICO	32.76	42.74	17.95	6.55	68.20	16.68	15.06	0.06
RHODE ISLAND	80.95	11.44	7.61	0.00	87.42	11.72	0.86	0.00
SOUTH CAROLINA	99.60	0.40		-	93.65	6.33	0.02	-
SOUTH DAKOTA	91.38	8.62	-		91.44	8.56	-	
TENNESSEE	97.57	2.23	0.19	0.01	97.54	2.43	0.03	0.00
TEXAS	97.80	2.08	0.09	0.03	92.48	7.26	0.22	0.03
UTAH	98.22	0.02	1.22	0.54	95.60	1.32	2.78	0.31
VERMONT	100.00	0.00	0.00	0.00	99.25	0.00	0.75	0.00
VIRGINIA	98.75	0.71	0.36	0.18	84.23	13.83	1.78	0.16
WASHINGTON	89.03	10.94	0.03	0.00	63.13	36.78	0.05	0.05
WEST VIRGINIA	98.22	1.65	0.11	0.02	91.21	7.79	0.70	0.30
WISCONSIN	99.81	-	0.19	-	99.79	-	0.21	-
WYOMING	95.83	0.48	3.69		88.06	11.51	0.43	-
AMERICAN SAMOA	-	-	-		100.00	0.00	0.00	0.00
GUAM	-	-	-		-	-	-	-
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	-	-	-	-
TRUST TERRITORIES	65.29	24.79	9.92	0.00	92.40	5.49	2.12	0.00
VIRGIN ISLANDS	100.00	0.00	-	-	100.00	0.00	-	-
BUR. OF INDIAN AFFAIRS	92.76	7.24		-	96.22	3.78	-	-
U.S. AND TERRITORIES	91.44	7.72	0.56	0.29	79.48	18.68	1.63	0.21

TABLE XV-B (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	87.25	9.64	2.31	0.80	74.07	10.47	9.78	5.68
ALASKA	53.74	42.42	0.96	2.88	52.64	41.59	1.44	4.33
ARIZONA	30.90	61.42	7.67		53.71	34.45	11.83	-
ARKANSAS	41.33	41.44	17.23		23.58	59.43	3.46	13.52
CALIFORNIA	2.46	95.69	1.13	0.71	17.93	72.24	7.37	2.46
COLORADO	27.09	63.95	8.93	0.03	55.52	32.27	6.01	6.21
CONNECTICUT	61.40	13.76	23.85	0.99	67.89	19.98	11.02	1.12
DELAWARE	28.67	46.66	22.84	1.83	55.94	35.39	8.16	0.51
DISTRICT OF COLUMBIA	3.91	60.20	35.86		15.62	30.10	53.45	0.82
FLORIDA	28.01	45.52	18.28	8.18	54.41	32.35	10.79	2.45
GEORGIA	48.69	49.84	1.02	0.46	87.50	11.48	0.57	0.44
HAWAII	31.32	54.44	14.25		31.46	54.93	5.16	8.45
IDAHO	1.36	75.81	22.14	0.68	90.81	2.47	6.71	-
ILLINOIS	39.00	47.35	13.65	0.00	61.81	21.84	16.35	0.00
INDIANA	9.52	90.48	-	-	27.58	72.42	-	-
IOWA	15.28	79.96	3.54	1.22	36.78	47.15	14.78	1.29
KANSAS	8.89	83.55	6.69	0.87	10.38	46.87	38.01	4.73
KENTUCKY	48.85	47.56	0.98	2.60	32.84	37.09	22.91	7.16
LOUISIANA	69.59	17.61	12.44	0.35	43.18	41.87	12.64	2.31
MAINE	61.17	25.63	10.90	2.30	80.59	5.14	7.17	7.10
MARYLAND	23.46	72.91	3.32	0.32	25.64	47.50	17.31	9.55
MASSACHUSETTS	67.43	19.98	11.20	1.38	67.43	19.98	11.21	1.38
MICHIGAN	17.73	75.40	6.19	0.68	45.52	41.96	12.23	0.29
MINNESOTA	47.02	33.71	18.53	0.74	42.02	26.97	27.90	3.11
MISSISSIPPI	50.40	47.36	1.15	1.09	38.81	46.27	5.97	8.96
MISSOURI	29.80	54.97	8.38	6.85	58.26	21.39	8.30	12.05
MONTANA	71.31	26.70	1.99	0.00	72.15	23.42	4.43	0.00
NEBRASKA	61.97	35.13	2.90	-	54.02	35.45	10.53	-
NEVADA	44.10	30.24	22.85	2.82	14.34	23.51	-	62.15
NEW HAMPSHIRE	28.60	44.31	14.70	12.39	57.94	16.49	18.97	6.60
NEW JERSEY	13.25	64.48	3.17	19.11	17.75	58.02	15.06	9.18
NEW MEXICO	-	-	-				-	-
NEW YORK	9.35	82.75	7.76	0.14	14.81	71.93	11.00	2.25
NORTH CAROLINA	71.20	23.67	4.91	0.21	54.13	7.06	7.89	30.93
NORTH DAKOTA	15.20	73.57	7.75	3.48	75.00	22.13	2.05	0.82
OHIO	6.92	16.87	74.71	1.50	6.62	59.22	20.07	14.09
OKLAHOMA	17.20	74.67	7.95	0.18	18.11	58.08	8.38	15.42
OREGON	25.75	57.91	5.69	10.64	69.16	5.83	15.58	9.43
PENNSYLVANIA	0.60	87.92	10.53	0.95	8.23	71.78	19.98	0.00
PUERTO RICO	46.16	42.89	7.77	3.18	15.62	59.84	12.58	11.97
RHODE ISLAND	6.14	84.06	9.75	0.05	9.99	41.09	48.20	0.72
SOUTH CAROLINA	59.82	35.57	4.61	-	55.17	43.25	1.58	-
SOUTH DAKOTA	75.58	7.11	15.15	2.16	91.28	8.72	-	-
TENNESSEE	74.57	20.72	4.59	0.13	73.78	12.30	13.76	0.16
TEXAS	58.38	36.26	4.88	0.48	49.84	22.70	8.69	18.78
UTAH	36.44	38.40	23.78	1.38	91.03	6.59	1.78	0.61
VERMONT	5.48	86.90	7.62	0.00	26.15	0.00	73.85	0.00
VIRGINIA	17.58	72.43	8.77	1.22	26.56	32.77	35.20	5.47
WASHINGTON	19.04	77.72	2.97	0.26	37.77	60.05	1.91	0.27
WEST VIRGINIA	41.37	47.68	9.78	1.17	0.00	88.50	10.62	0.88
WISCONSIN	0.16	90.18	9.66	-	0.50	82.48	17.02	-
WYOMING	35.64	45.90	18.46	-	72.06	13.88	14.06	-
AMERICAN SAMOA	0.00	100.00	0.00	0.00			-	-
GUAM	-	-						
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
TRUST TERRITORIES	52.46	31.15	16.39	0.00	0.00	91.67	8.33	0.00
VIRGIN ISLANDS	3.25	96.75	-	-	23.33	76.67	-	-
BUR. OF INDIAN AFFAIRS	54.06	17.18	23.97	4.79	83.70	16.30	-	-
U.S. AND TERRITORIES	36.20	52.81	9.35	1.64	43.87	40.53	12.00	3.60

TABLE XV-C (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS

DURING SCHOOL YEAR 1977-1978

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[1]	-	-	-	-	87.15	12.85	-	-
ALASKA	73.27	18.81	0.50	7.43	38.71	42.58	1.29	17.42
ARIZONA	0.00	0.00	0.00	100.00	68.63	22.22	9.15	-
ARKANSAS	1.78	-	32.38	65.84	57.94	15.48	25.79	0.79
CALIFORNIA	84.36	8.33	0.13	7.17	67.12	29.53	0.05	3.30
COLORADO[2]	-	-	-	-	20.11	44.63	2.87	32.39
CONNECTICUT	33.19	18.07	40.34	8.40	56.49	22.27	17.53	3.71
DELAWARE	4.88	80.49	14.63		5.51	5.51	88.14	0.85
DISTRICT OF COLUMBIA	15.73	19.23	12.94	52.10	7.54	68.34	2.01	22.11
FLORIDA[3]	-	-	-	100.00	19.83	45.03	35.14	0.00
GEORGIA	18.38	1.12	0.41	80.09	38.71	36.43	1.46	23.41
HAWAII	-	60.87	39.13	-	-	77.66	10.15	12.18
IDAHO	95.07	1.29	1.64	2.00	85.01	8.01	6.97	-
ILLINOIS	25.50	21.36	53.14	0.00	7.39	7.73	20.44	64.44
INDIANA	-	-	-	-	15.88	84.12	-	-
IOWA	-	-	-	-	21.73	43.82	22.97	11.48
KANSAS	-	-	-	-	12.54	32.01	2.06	53.39
KENTUCKY	33.53	3.29	0.34	62.84	17.85	33.78	1.93	46.44
LOUISIANA	75.15	12.30	2.53	10.02	46.85	37.73	9.71	5.71
MAINE	74.36	3.17	16.74	5.73	29.38	3.55	18.01	49.05
MARYLAND	7.09	1.75	0.04	91.12	8.53	51.04	5.02	35.41
MASSACHUSETTS	67.28	20.04	11.16	1.52	67.42	19.99	11.22	1.38
MICHIGAN	4.77	0.10	0.88	94.26	38.68	57.17	0.32	3.82
MINNESOTA	24.96	2.46	12.84	59.74	45.18	28.99	20.97	4.86
MISSISSIPPI	5.88	2.35	-	91.76	13.53	54.12	4.12	28.24
MISSOURI	72.73	6.69	2.40	18.18	59.28	20.24	6.75	13.73
MONTANA	79.41	20.59	0.00	0.00	76.72	14.66	2.59	6.03
NEBRASKA	-	-	-	100.00	45.32	54.68	-	-
NEVADA	4.39	1.75	93.86	-	4.38	8.13	24.37	63.12
NEW HAMPSHIRE	69.29	6.22	8.30	16.18	36.07	8.85	36.72	18.36
NEW JERSEY	8.41	67.01	0.73	23.85	8.32	54.13	31.84	5.71
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	13.51	71.89	7.97	6.63	13.55	44.36	23.19	18.90
NORTH CAROLINA	5.47	56.76	4.77	33.00	8.14	66.68	18.18	7.00
NORTH DAKOTA	22.83	17.32	3.15	56.69	34.75	29.79	30.50	4.96
OHIO	-	-	-	-	8.76	42.28	3.20	45.76
OKLAHOMA	32.89	22.43	-	44.67	1.29	47.43	5.78	45.50
OREGON	53.89	4.97	0.13	41.02	54.75	6.97	27.89	10.39
PENNSYLVANIA[2]	-	-	-	-	0.92	83.67	15.42	0.00
PUERTO RICO	6.28	19.56	17.66	56.50	5.84	29.18	29.96	35.02
RHODE ISLAND	86.39	4.78	0.00	8.83	96.31	3.69	0.00	0.00
SOUTH CAROLINA	26.42	8.29	9.59	55.70	36.43	63.57	-	-
SOUTH DAKOTA	92.86	7.14	-	-	91.28	8.72	-	-
TENNESSEE	83.07	1.99	2.90	12.05	88.05	9.63	2.18	0.14
TEXAS	87.43	12.05	0.46	0.06	14.48	13.61	5.27	66.64
UTAH	69.16	12.28	6.41	12.15	41.83	18.63	33.46	6.08
VERMONT	47.22	52.78	0.00	0.00	28.57	0.00	71.43	0.00
VIRGINIA	6.47	0.48	83.22	9.83	22.90	19.28	51.43	6.40
WASHINGTON	22.94	47.06	0.20	29.80	23.91	71.35	4.17	0.57
WEST VIRGINIA	37.44	7.31	0.48	54.77	44.57	37.83	12.32	5.28
WISCONSIN	8.43	-	6.81	84.76	95.17	-	4.83	-
WYOMING	33.90	3.39	16.95	45.76	50.57	10.34	39.08	-
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	0.00	100.00	0.00	0.00
TRUST TERRITORIES	33.33	41.67	25.00	0.00	73.53	19.12	7.35	0.00
VIRGIN ISLANDS	0.00	100.00	-	-	0.00	100.00	-	-
BUR. OF INDIAN AFFAIRS	63.64	31.82	-	4.55	82.35	17.65	-	-
U.S. AND TERRITORIES	49.87	27.28	6.71	16.14	37.03	30.21	9.58	23.19

TABLE XV-D (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

	HARD OF HEARING*				VISUALLY HANDICAPPED			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	85.71	14.29	-		56.49	10.05	33.46	-
ALASKA	88.19	10.24	-	1.57	74.24	16.67	1.52	7.58
ARIZONA	-	-	-		65.98	1.72	32.30	-
ARKANSAS	13.41	82.38	4.21		35.94	2.81	61.25	-
CALIFORNIA	22.00	77.35	0.19	0.45	42.35	56.51	0.36	0.78
COLORADO	53.04	25.28	21.68		77.69	6.72	15.59	-
CONNECTICUT	55.94	16.78	24.83	2.45	76.55	17.93	5.17	0.34
DELAWARE	44.44	14.81	33.33	7.41	73.75	16.25	8.75	1.25
DISTRICT OF COLUMBIA	74.63	17.91	7.46	-	40.41	54.11	5.48	-
FLORIDA	-	-	-	-	63.00	19.44	0.00	17.56
GEORGIA	69.43	15.45	2.96	12.15	85.77	6.40	7.44	0.39
HAWAII	33.33	64.81	1.85	-	34.78	63.04	2.17	-
IDAHO	48.00	22.67	29.33		30.83	8.27	60.90	-
ILLINOIS	10.43	15.19	74.39	0.00	43.62	18.77	37.61	0.00
INDIANA	-	-	-	-	53.25	6.86	39.89	-
IOWA	53.24	41.33	1.05	4.38	42.80	15.60	38.00	3.60
KANSAS	-	-	-	-	59.85	13.79	25.62	0.74
KENTUCKY	-	-	-		48.45	5.67	31.44	14.41
LOUISIANA	67.15	31.90	0.00	0.96	48.86	20.42	29.74	0.98
MAINE	93.78	4.66	1.55	0.00	84.21	3.51	12.28	0.00
MARYLAND	74.08	24.80	0.92	0.20	55.34	17.21	26.43	1.01
MASSACHUSETTS	67.43	19.99	11.21	1.38	67.30	20.01	11.19	1.50
MICHIGAN	-	-	-	-	49.50	46.00	0.33	4.17
MINNESOTA	56.87	22.48	20.65	0.00	61.46	13.33	25.02	0.18
MISSISSIPPI	77.86	17.14	3.57	1.43	70.00	7.69	17.69	4.62
MISSOURI	77.32	15.29	3.61	3.78	81.05	11.32	3.95	3.68
MONTANA	89.83	10.17	0.00	0.00	93.94	6.06	0.00	0.00
NEBRASKA	-	-	-	-	55.56	13.89	30.56	-
NEVADA	98.21	1.79	-	-	79.69	4.69	15.62	-
NEW HAMPSHIRE	82.20	5.08	10.17	2.54	68.03	6.80	5.44	19.73
NEW JERSEY	25.87	72.90	1.22	-	34.21	22.57	5.11	38.11
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	76.31	21.51	2.18	-	72.08	8.71	19.02	0.19
NORTH CAROLINA	73.74	20.60	5.56	0.10	66.98	3.98	29.04	-
NORTH DAKOTA	81.40	14.73	3.88	0.00	67.59	6.48	24.07	1.85
OHIO	-	-	-	-	36.35	40.55	21.78	1.31
OKLAHOMA	26.46	71.96	-	1.59	34.70	25.26	29.16	10.88
OREGON	67.41	14.49	17.51	0.58	69.82	0.00	22.58	7.60
PENNSYLVANIA	52.76	47.24	0.00	0.00	61.95	23.06	14.99	0.00
PUERTO RICO	22.45	46.94	24.49	6.12	39.72	43.97	9.22	7.09
RHODE ISLAND	59.55	31.46	8.99	0.00	66.10	0.00	33.90	0.00
SOUTH CAROLINA	44.38	26.60	29.02	-	75.51	7.19	17.30	-
SOUTH DAKOTA	-	-	-	-	92.86	7.14	-	-
TENNESSEE	89.44	10.56	0.00	0.00	79.50	5.89	14.52	0.08
TEXAS	24.51	4.73	70.24	0.52	67.79	25.08	5.28	1.85
UTAH	97.81	1.70	0.24	0.24	94.41	-	2.80	2.80
VERMONT	100.00	0.00	0.00	0.00	72.37	0.00	27.63	0.00
VIRGINIA	75.26	21.64	2.76	0.34	93.79	1.23	4.70	0.29
WASHINGTON	26.50	72.83	0.67	0.00	56.10	43.17	0.73	0.00
WEST VIRGINIA	82.63	13.35	3.60	0.42	86.06	1.20	7.97	4.78
WISCONSIN	3.99	95.51	0.50	-	7.14	48.76	44.10	-
WYOMING	87.64	3.64	8.73	-	84.08	-	3.48	12.44
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	33.33	66.67	0.00	0.00
TRUST TERRITORIES	81.11	13.33	5.56	0.00	80.72	12.05	7.23	0.00
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	96.23	3.77	-	-	48.48	21.21	27.27	3.03
U.S. AND TERRITORIES	54.00	29.75	14.97	1.27	61.13	19.71	15.30	3.86

TABLE XV-E (Continued)

PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977-1978

STATE	DEAF⁴				DEAF/HARD-OF-HEARING⁴			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	PERCENT IN SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA					-	-	-	-
ALASKA	6.54	92.16		1.11	-	-	-	-
ARIZONA					47.26	6.15	46.59	-
ARKANSAS	3.13	8.26	88.60	-	-	-	-	-
CALIFORNIA	5.70	93.71	0.56	0.03	-	-	-	-
COLORADO		-	-	-	-	-	-	-
CONNECTICUT	-		-	-	-	-	-	-
DELAWARE			100.00		-	-	-	-
DISTRICT OF COLUMBIA	12.50	-	87.50	-	-	-	-	-
FLORIDA		-			33.11	33.21	0.00	33.67
GEORGIA	47.50	39.23	9.13	4.14	-	-	-	-
HAWAII	-	90.42	3.33	6.25	-	-	-	-
IDAHO	6.87	6.87	86.26	-	-	-	-	-
ILLINOIS	42.41	57.59	-	0.00	-	-	-	-
INDIANA		-		-	12.14	36.79	51.08	-
IOWA		22.38	77.62		-	-	-	-
KANSAS			-	-	25.64	28.11	46.14	0.11
KENTUCKY	-			-	24.82	13.91	47.43	13.85
LOUISIANA	29.01	19.81	50.23	0.94	-	-	-	-
MAINE	18.50	6.36	70.52	4.62	-	-	-	-
MARYLAND	17.89	80.95	0.39	0.77	-	-	-	-
MASSACHUSETTS	67.41	19.88	11.11	1.60	-	-	-	-
MICHIGAN	-	-	-	-	29.47	68.57	0.57	1.40
MINNESOTA	21.43	8.39	70.19	0.00	-	-	-	-
MISSISSIPPI	-	-	-	-	-	-	-	-
MISSOURI	48.59	20.48	9.64	21.29	-	-	-	-
MONTANA	34.44	5.56	0.00	0.00	-	-	-	-
NEBRASKA	-	-	-	-	34.30	33.58	32.12	-
NEVADA	13.21	63.21	23.58	-	-	-	-	-
NEW HAMPSHIRE	19.38	27.91	44.96	7.75	-	-	-	-
NEW JERSEY	12.55	42.59	4.27	40.59	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	12.94	42.89	44.16	-	-	-	-	-
NORTH CAROLINA		7.18	92.82		-	-	-	-
NORTH DAKOTA	20.33	4.88	66.67	8.11	-	-	-	-
OHIO	-	-	-	-	16.00	62.11	18.19	3.70
OKLAHOMA	6.62	49.47	41.80	2.11	-	-	-	-
OREGON	33.33	10.87	48.70	7.09	-	-	-	-
PENNSYLVANIA	0.00	6.89	93.11	0.00	-	-	-	-
PUERTO RICO	4.38	63.43	28.54	3.64	-	-	-	-
RHODE ISLAND	1.83	0.00	99.17	0.00	-	-	-	-
SOUTH CAROLINA	22.22	77.78			-	-	-	-
SOUTH DAKOTA	91.18	8.82	-		-	-	-	-
TENNESSEE	22.48	13.67	63.85	0.00	-	-	-	-
TEXAS	24.46	4.73	70.25	0.56	-	-	-	-
UTAH	19.23	44.87	6.41	29.49	-	-	-	-
VERMONT	1.19	0.00	98.81	0.00	-	-	-	-
VIRGINIA	16.18	28.95	54.87	0.00	-	-	-	-
WASHINGTON	2.30	95.82	0.63	1.26	-	-	-	-
WEST VIRGINIA		-	-	-	-	-	-	-
WISCONSIN	0.23		99.77	-	-	-	-	-
WYOMING	11.63	29.07	23.26	36.05	-	-	-	-
AMERICAN SAMOA	0.00	100.00	0.00	0.00	-	-	-	-
GUAM	-	-	-		-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	-	-	-	-
TRUST TERRITORIES	77.97	15.25	6.78	0.00	-	-	-	-
VIRGIN ISLANDS	0.00	100.00	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23.08	15.38	61.54	-	-	-	-	-
U.S. AND TERRITORIES	17.09	40.13	39.07	3.70	26.35	42.59	22.96	8.10

TABLE XV-F (Continued)

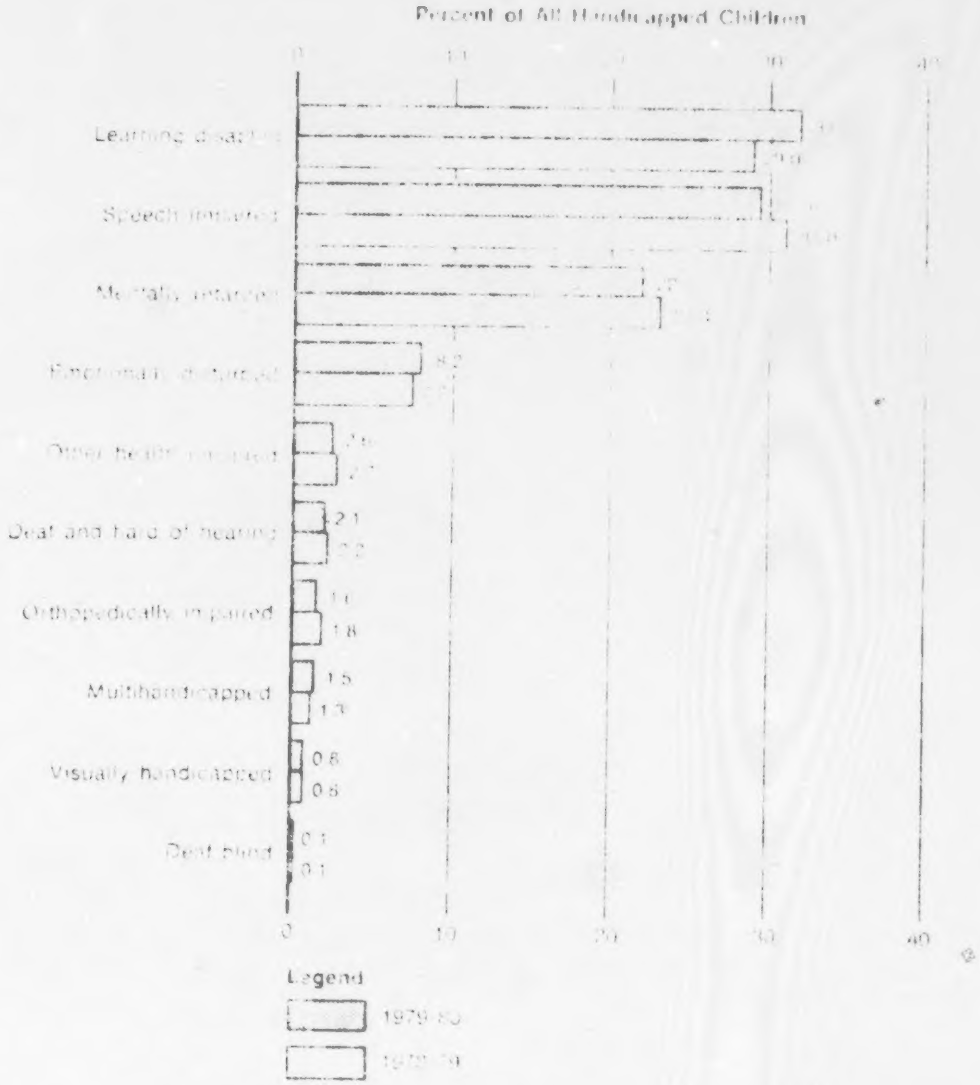
PERCENT OF HANDICAPPED CHILDREN AGED 3-21 YEARS SERVED
IN DIFFERENT ENVIRONMENTS*

DURING SCHOOL YEAR 1977 1978

	MULTIHANDICAPPED				DEAF-BLIND			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	14.51	70.84	1.95	12.70	16.17	39.50	42.77	1.56
ALASKA	-	-	-	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	-	-	-	-	-	-	-	-
DELAWARE	-	-	-	-	-	-	-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	68.37	15.64	7.69	8.30	-	-	-	-
HAWAII	-	-	-	-	-	-	-	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	-	-	-	-	-	-	-	-
INDIANA	12.55	87.45	-	-	-	-	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	-	-	-	-	47.40	35.06	14.29	3.25
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO[1]	12.25	72.93	7.12	7.70	-	-	-	-
OKLAHOMA	-	-	-	-	-	-	-	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	26.15	61.66	3.78	8.40	19.50	39.07	39.69	1.73

CHART A

Distribution of Children Ages 3-21 Served¹ by Handicapping Condition, School Year 1978-79 and School Year 1979-80

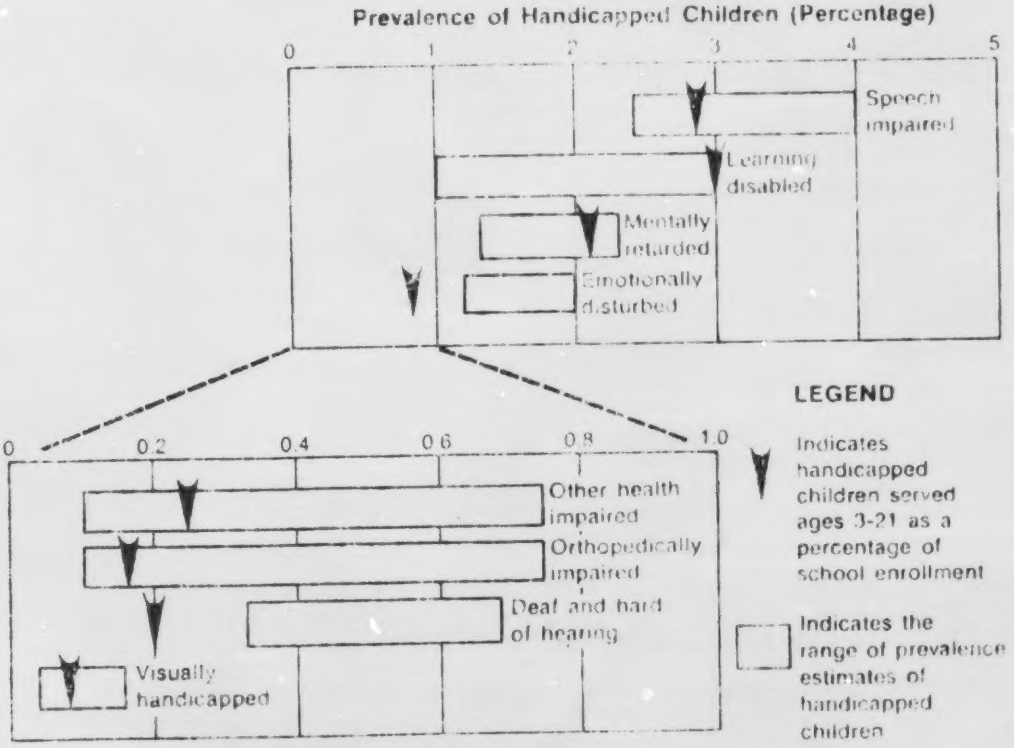


¹The data displayed include handicapped children counted under P.L. 94-142 and P.L. 89-313.

Source: Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act.

CHART B

Percent of Children Ages 3-21 Served[1] by Handicapping Condition, School Year 1979-80



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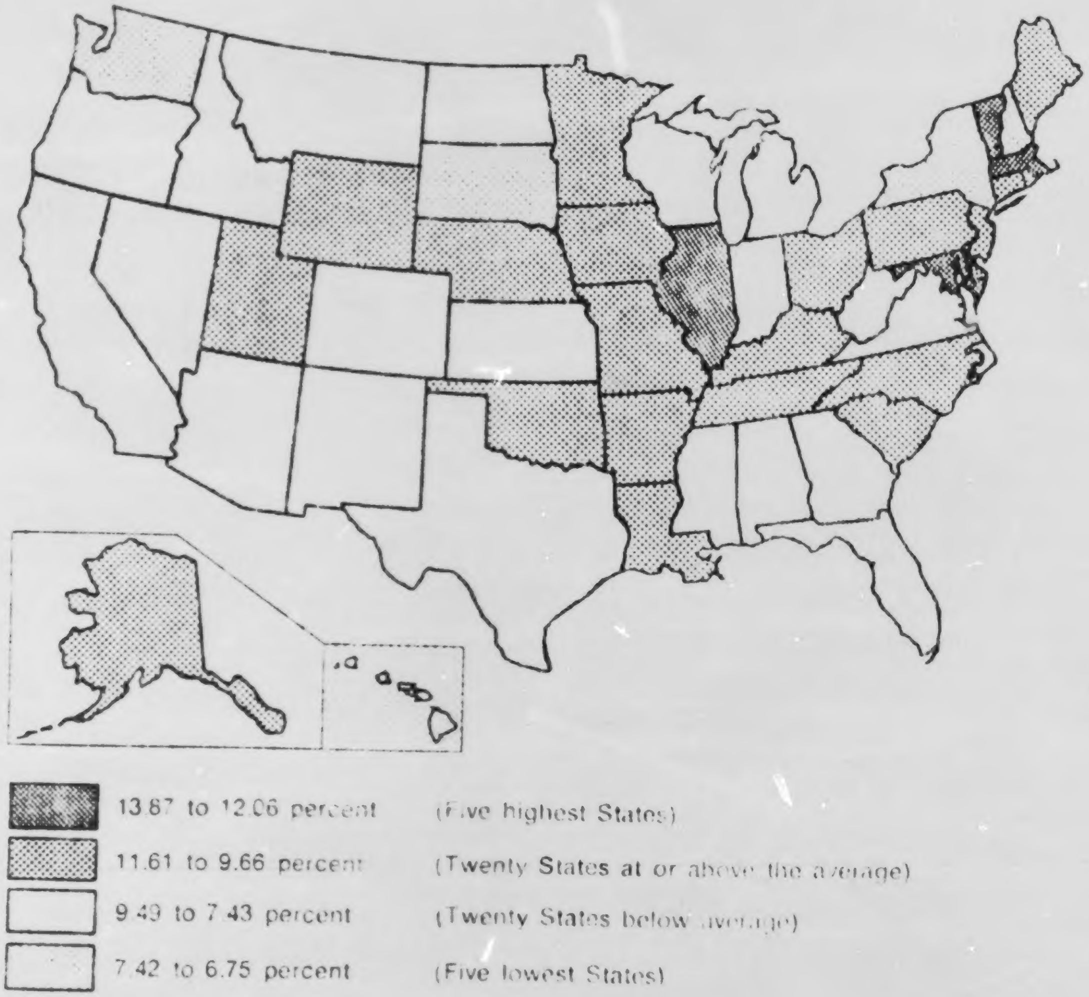
[1] The data displayed include handicapped children counted under P.L. 94-142 and P.L. 89-313, and utilize estimated Autumn 1979 public school enrollments

Source: Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act.

CHART C

Appen

Percent of Children Ages 3-21 Served[1] Under P.L. 94-142 and P.L. 89-313, School Year 1979-80


▩ 13.87 to 12.06 percent (Five highest States)
▨ 11.61 to 9.66 percent (Twenty States at or above the average)
☐ 9.49 to 7.43 percent (Twenty States below average)
░ 7.42 to 6.75 percent (Five lowest States)

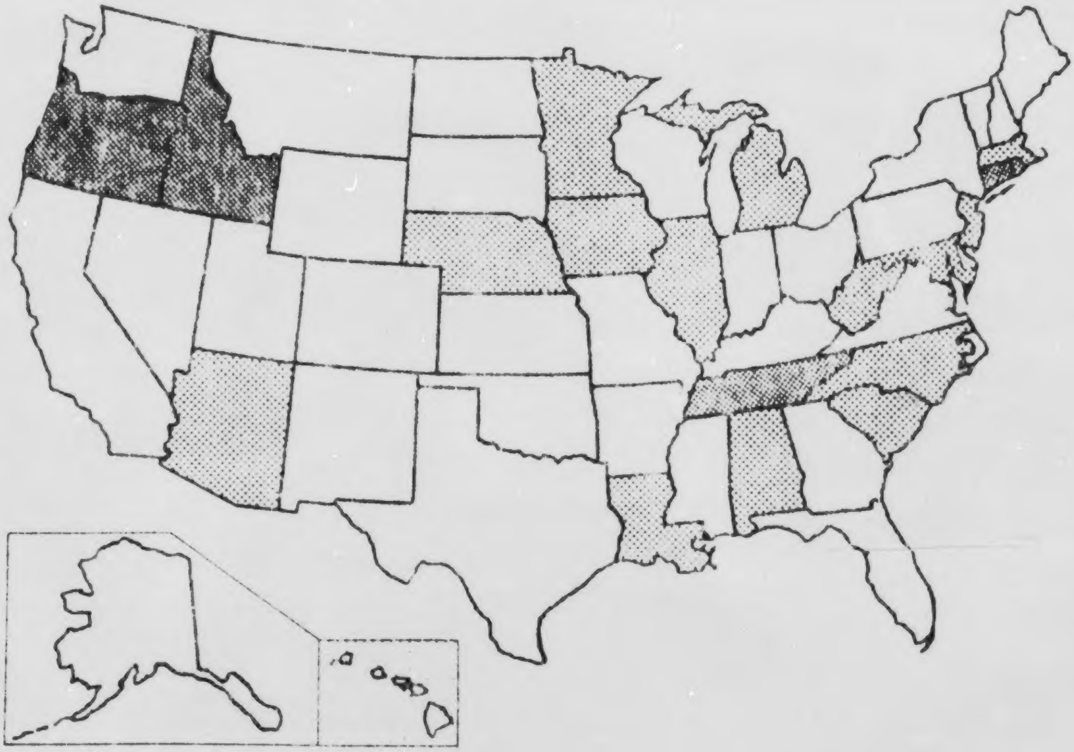
The average for the States and territories is 9.54 percent

[1] Handicapped children ages 3-21 served as a percentage of school enrollment

Source: Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act.

CHART D

Percent of Children Ages 18-21 Served[1] Under P.L. 94-142, School Year 1979-80



▩	1.95 to 1.20 percent	(Five highest States)
▨	1.13 to 0.75 percent	(Fourteen States at or above the average)
☐	0.73 to 0.44 percent	(Twenty-six States below the average)
☐	0.39 to 0.24 percent	(Five lowest States)

The average for the States and territories is 0.7[illegible] percent.

[1] Handicapped children ages 18-21 served as a percentage of estimated July 1979 population.

Source: Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act.

KANSAS HUMAN RESOURCES DATA

COMMITTEE ON HIRING THE HANDICAPPED

Population and Disability by County

Data Compiled as of August 18, 1975

The following population figures are based on the 1970 census data and revised according to the 1974 census as compiled by the Board of Agriculture. The population between 16-64 is calculated since this is the prime age grouping of those served by Vocational Rehabilitation and who comprise the bulk of the labor force.

COUNTY	POPULATION	TOTAL (16-64)	NO. DISABLED (16-64)
Allen	15,333	7,667	820
Bourbon	16,067	8,034	860
Cherokee	22,720	11,360	1,216
Crawford	38,260	19,130	2,047
Labette	25,600	12,800	1,370
Montgomery	42,481	21,240	2,273
Neosho	18,459	9,229	988
Wilson	13,776	6,888	737
Woodson	5,014	2,507	268

Total number of handicapped persons within the nine counties comprising Southeast Kansas totals 10,579.

Total number of persons in population of Southeast Kansas totals 98,855.

Data is inclusive of the following disabling conditions:

- Visual Impairments
- Hearing
- Orthopedic
- Amputee
- Mental Illness
- Respiratory Conditions
- Digestive System Conditions
- Genito-Urinary Conditions
- Speech Impairment
- Mental Retardation
- Neoplasms
- Allergies
- Heart Conditions
- Circulatory System Disease

Kansas University UAF Facility at Parsons State Hospital and Training Center

The Kansas University UAF Facility located within Parsons State Hospital and Training Center undertook to determine the out-of-school handicapped population during 1975. An individual hired to carry out the project, contacted the various service agencies on a county by county basis to enumerate the given population. Table XVI is the result of those efforts to determine the handicapped population.

A copy of the computer print-out was provided to the Vocational Technical Institute from which the figures were taken. Its value lies within the ability to compare the results of this activity with nationally determined prevalence figures. The date of the report severely limits its usage as a basic current population figure.

TABLE XVI

KANSAS UNIVERSITY UAF FACILITY
PARSONS STATE HOSPITAL AND TRAINING CENTER
NEEDS ASSESSMENT DATA-1975

	Learning Disabled		Mentally Retarded		Multiple Handicapped		Other		Unknown	
	0-18	19-21	0-18	18-21	0-18	19-21	0-18	19-21	0-18	19-21
ALLEN	1	0	36	2	27	2	1	1	11	1
BOURBON	2	0	43	4	12	0	23	0	25	2
CHEROKEE	20	0	25	5	31	0	28	3	41	2
CRAWFORD	21	0	60	4	36	9	33	2	7	0
LABETTE	4	0	321	81	133	31	12	2	15	4
MONTGOMERY	193	0	164	4	62	9	49	24	30	3
NEOSHO	2	0	24	7	30	1	15	0	1	1
WILSON	15	0	17	0	17	1	3	2	2	3
WOODSON	1	0	13	1	3	1	4	1	0	0
TOTAL	259	0	703	108	351	54	168	35	132	16

The above information was compiled by a contracted individual by the above named facility to seek out the handicapped population by county and identify by developmental disability definitions.

Count Your Kid In

Count Your Kid In is an interagency effort to locate Kansas children with special educational needs. It is now in its third year, and is directed by the Kansas Department of Education with the cooperation of the Department of Social and Rehabilitation Services and the Department of Health and Environment. Private agencies and organizations throughout the state, which provide services for handicapped persons, have joined this project.

Its purpose is to screen and assess children, ages birth to five, who may have special educational needs. There are four major objectives to the Count Your Kid In clinic:

1. To locate preschool children who have a high probability of needing special programs and services.
2. To provide parents with suggestions for activities which can benefit the child's development.
3. To provide information to the school district that will assist the district in planning for necessary services when the child enters school.
4. To encourage interagency cooperation in the community both in referrals and follow-up services.

During FY 1980, this organized effort to screen children in Kansas, ages 0-5, was undertaken with media cooperation. While the results of this activity does not impact directly upon the objectives of this study, it does show an organized activity on the part of the state of Kansas to identify all children of the state who may have handicapping conditions. It does indicate that, with the concerted efforts of various agencies in upcoming years, the count of those who qualify under the definitions of handicapping conditions will be more accurate.

For the purposes of comprehensive reporting, the data obtained from the Child Find Organization is included in this report.

GOAL

COUNT YOUR KID IN, Kansas State Department of Education is the state project with a main object of providing the technical assistance, support, and training to enable local areas to conduct locally coordinated and supported child find activities which meet State and Federal requirements. COUNT YOUR KID IN defines child-find activities as:

1. Identification of all children, ages birth through 21, with special educational needs. Section 6-12 (2) of Public Law 94-142: "All children residing in the State who are handicapped regardless of the severity of their handicap, and who are in need of special education and related services are identified, located and evaluated, and that a practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services."
2. Alerting parents of a need for early identification and early intervention. Kansas State Plan for Special Education requires school districts to "Maintain information activities which alert the public to the needs of exceptional children, their educational rights, and the availability of special education serivces."
3. Assisting parents in locating and taking advantage of appropriate agencies or services for their special child.
4. Encouraging meaningful interaction among agencies dealing with handicapped children. Past experience has shown that by involving the various agencies results in more comprehensive services for

handicapped children.

5. Collecting data necessary to facilitate planning.

ANNUAL REPORT - 1980

Selective Screenings:

Site	Total Seen	Number with Area of Concern
Baldwin	unavailable	unavailable
Concordia	31	22
Derby	37	18
Dodge City - on-going	12	11
Emporia	47	33
El Dorado	26	21
Garden City - on-going	147	123
Goddard	28	26
Great Bend	52	37
Hays	39	16
Haysville	71	29
Hiawatha	16	15
Hutchinson #3	49	38
Independence	47	31
Iola	33	23
Kansas City	unavailable	unavailable
Lawrence	38	31
Leavenworth	36	35
Liberal	36	9
Manhattan	8	8
Mulvane	19	14
Newton	51	45
Oskaloosa	19	17
Ottawa	30	21
Phillipsburg	12	9
Pittsburg	41	30
Pratt	21	17
Salina	30	27
Shawnee Mission	72	54
Topeka	65	56
Troy	12	5

Selective Screenings - continued

Site	Total Seen	Number with Area of Concern
Wellington	27	22
Wichita #1 (12/79)	33	24
Wichita #2 (1/80)	52	40
Wichita #3 (4/30/80-5/1/80)	55	45
Winfield	39	19
TOTALS	1,331	971

Mass Screenings:

Site	Total Seen	Number with Area of Concern
Hutchinson #1 (8/17/79)	123	35
Hutchinson #2 (4/29/80)	241	81
Olathe	417	123*
TOTALS	781	239

* Minimum of 123 - exact figure unavailable

SCHOOL DISTRICT	Number of Children Screened	SCHOOL DISTRICT	Number of Children Screened
102	1	360	2
206	1	363	1
207	5	372	1
210	9	373	32
214	1	374	7
221	1	375	2
222	1	382	15
224	1	385	3
226	3	386	1
232	1	387	1
234	6	392	1
239	1	394	1
246	2	396	5
247	1	397	3
248	4	398	3
249	2	401	2
250	13	402	15
251	1	404	3
252	1	405	1
253	48	406	5
259	136	408	3
260	33	410	1
261	75	419	1
262	7	426	2
263	21	427	2
264	5	428	33
265	3	429	4
266	4	431	2
267	4	432	2
268	1	433	2
305	18	434	2
308	264	435	4
309	20	436	2
311	3	437	3
312	13	438	1
313	45	439	3
327	5	440	2
328	2	443	9
331	3	445	2
332	2	446	26
333	20	447	6
334	1	449	1
337	1	450	11
338	3	453	18
339	3	455	1
340	6	456	2
341	3	457	37
342	2	458	3
343	1	460	3
345	7	461	2
347	1	462	1
350	1	463	5
353	15	464	2
355	4	465	20
356	2	466	18
357	1	467	3
359	2	469	1

SCHOOL DISTRICT	Number of Children Screened
470	14
471	1
473	1
476	1
478	1
480	14
484	4
486	1
489	35
490	2
493	5
497	38
499	3
501	40
503	7
504	3
506	1
507	2
508	2
509	3
512	24
TOTAL	1,386*

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* Information from the Baldwin and Kansas City screenings is not available to the project at this time, and therefore is not included in these totals.

REFERRALS	Number of Files Sent
AREA COOPS	68
DENTISTS	1
DEVELOPMENTAL CENTERS	155
FAMILY & CHILDREN CENTERS	3
HEADSTARTS	61
HOSPITALS	7
INFANT STIMULATION PROGRAMS	1
KANSAS CRIPPLED CHILDREN'S PROGRAM	6
KANSAS NEUROLOGICAL INSTITUTE	1
KANSAS UNIVERSITY MEDICAL CENTER	4
KANSAS UNIVERSITY AFFILIATED FACILITIES SPECIAL ED.	10
KANSAS UNIVERSITY - CHILDREN'S REHABILITATION UNIT	6
KANSAS UNIVERSITY MEDICAL CENTER PERCEPTUAL MOTOR CLINIC	2
LOGOPEDICS INSTITUTIONS	27
MENTAL HEALTH CENTERS	36
OTOLOGIC CLINICS & DOCTORS	13
PRESCHOOLS	66
CEREBRAL PALSY RESEARCH FOUNDATION	1
PRIVATE PHYSICIANS	190
PRIVATE SPEECH THERAPISTS	32
PSYCHOLOGISTS	10
PUBLIC HEALTH CENTERS	25
PUBLIC SCHOOLS	32
REHABILITATION INSTITUTES	2
SPEECH & HEARING CLINICS	83
SOCIAL AND REHABILITATION SERVICES	9
OTHER	5
TOTAL	856*

* The above information represents the data available to the project at the present time, and therefore does not include those agencies where follow-up has not been completed.

AREA OF CONCERN	Number of Children With Identified Concerns
COGNITION - DELAYED	52
COGNITION - GIFTED	3
PERCEPTUAL	25
MOTOR DEVELOPMENT	165
PERSONAL AND SOCIAL ADJUSTMENT	136
SPEECH/LANGUAGE	459
HEARING	333
VISION	89
DENTAL	5
OTHER HEALTH IMPAIRMENT	82
NON HANDICAPPED	608
TOTAL	1,957 *

*Information from the Baldwin and Kansas City screenings is not available to the project at this time, and therefore is not included in these totals.

**This information reflects multiple areas of concern for some of the identified children.

Breakdown By Age (As of September 1, 1979) of Children Seen

Screenings	Children Under 3	Children 3 - 5 yrs.
Baldwin	unavailable	unavailable
Concordia	11	20
Derby	11	26
Dodge City	6	6
Emporia	16	30
El Dorado	7	18
Garden City	74	66
Goddard*	7	17
Great Bend*	25	17
Hays	19	19
Haysville*	31	26
Hutchinson #1	55	59
Hutchinson #2	unavailable	unavailable
Hutchinson #3	unavailable	unavailable
Independence	24	15
Iola	16	16
Kansas City	unavailable	unavailable
Lawrence	21	17
Leavenworth	11	21
Liberal	unavailable	unavailable
Manhattan	unavailable	unavailable
Mulvane	9	10
Newton	14	37
Olathe	unavailable	unavailable
Oskaloosa	10	9
Ottawa	11	19
Phillipsburg	6	7
Pittsburg *	unavailable	unavailable
Pratt	9	12
Salina	0	27
Shawnee Mission*	12	13
Topeka	22	44
Troy	5	7
Wellington	12	14
Wichita #1	7	25
Wichita #2	17	33
Wichita #3	13	41
Winfield	16	23
TOTALS	497	694

Data shows that 41.72% of the total kids (0-5) screened were under 3 years of age.

* Indicates these sites have not returned all of their cards.

Breakdown By Age (As of September 1, 1979) of Children Identified as Having An Area of Concern

Screenings	Children Under 3	Children 3 - 5 yrs.
Baldwin	unavailable	unavailable
Concordia	6	16
Derby	4	10
Dodge City	6	5
Emporia	13	21
El Dorado	4	16
Garden City	56	58
Goddard*	4	8
Great Bend*	8	7
Hays	10	5
Haysville*	0	0
Hutchinson #1	13	22
Hutchinson #2	unavailable	unavailable
Hutchinson #3	unavailable	unavailable
Independence	17	9
Iola	14	16
Kansas City	unavailable	unavailable
Lawrence	19	13
Leavenworth	10	17
Liberal	unavailable	unavailable
Manhattan	unavailable	unavailable
Mulvane	7	7
Newton	12	33
Olathe	unavailable	unavailable
Oskaloosa	7	5
Ottawa	7	16
Phillipsburg	4	3
Pittsburg*	unavailable	unavailable
Pratt	7	10
Salina	0	22
Shawnee Mission*	0	0
Topeka	18	32
Troy	2	3
Wellington	8	13
Wichita #1	6	19
Wichita #2	11	27
Wichita #3	13	31
Winfield	6	10
TOTALS	292	454

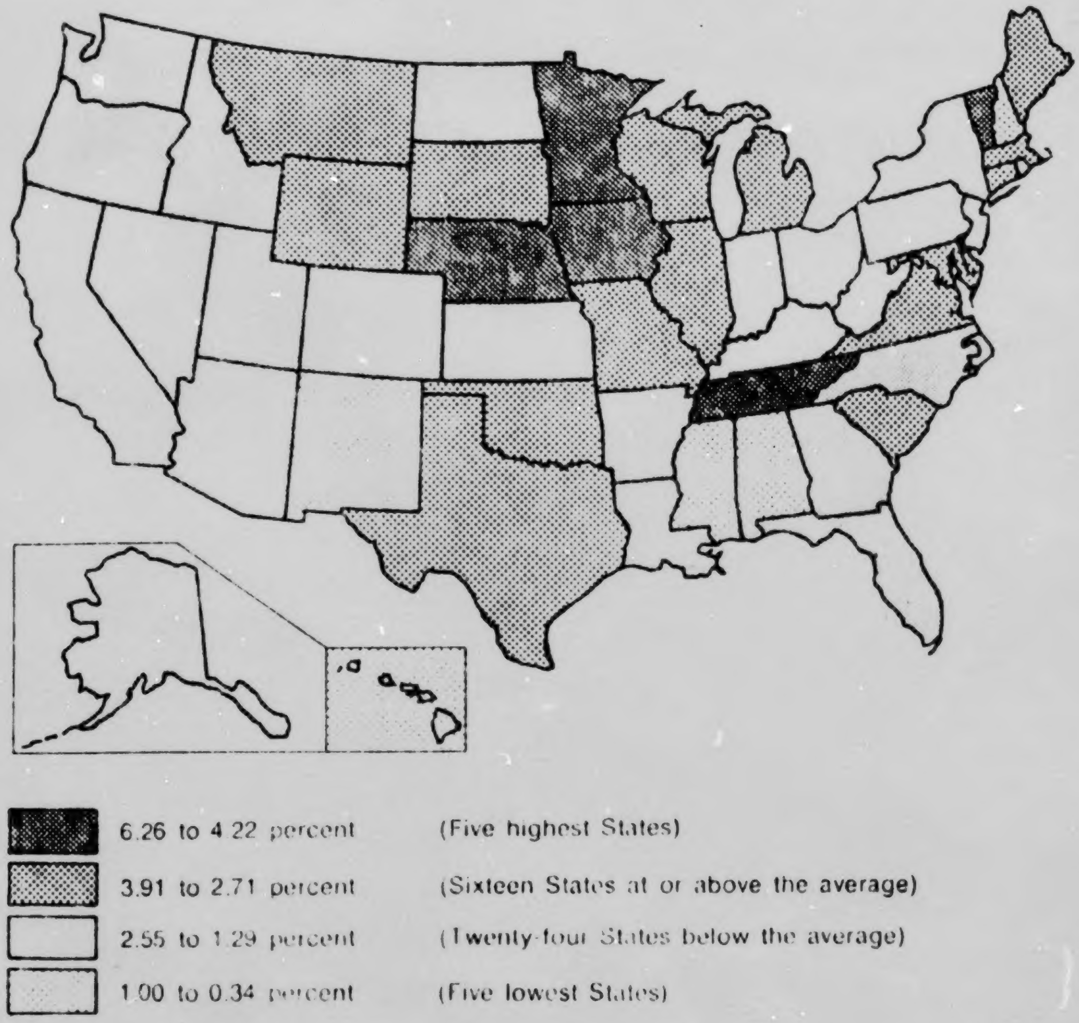
Data shows that of the total kids (0-5) having been identified as having an area(s) of concern, 39.142% were under the age of 3.

* Indicates these sites have not returned all of their cards.

During FY 1980, the above outlined activities served to meet the established project goals. Identification of 1,210 children, representing a significant percentage of preschool children in Kansas, was accomplished. Project presentations and the media campaign introduced and reinforced to parents and professionals the need for early identification and intervention. The necessity of assisting this process of early intervention through professional training and through interdisciplinary communication was recognized as a major function of the project. The cooperation on all levels of those professionals and agencies dealing with the preschool handicapped population was an integral part of the effectiveness of the project and was actively sought and supported by the project personnel. This successful completion of the FY 1980 goals will serve as a very effective model for direction and activities in FY 1981.

CHART E

Percent of Children Ages 3-5 Served[1] Under P.L. 94-142, School Year 1979-80


▩ 6.26 to 4.22 percent (Five highest States)
▨ 3.91 to 2.71 percent (Sixteen States at or above the average)
☐ 2.55 to 1.29 percent (Twenty-four States below the average)
░ 1.00 to 0.34 percent (Five lowest States)

The average for the States and territories is 2.59 percent

[1] Handicapped children ages 3-5 served as a percentage of estimated July 1979 population.

Source: Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for all Handicapped Children Act.

TABLE XVII

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	1,057	122	-	-
ALASKA	397	105	-	4
ARIZONA	-	-	-	-
ARKANSAS	951	53	693	9
CALIFORNIA	16,638	5,776	118	180
COLORADO	384	1,234	149	41
CONNECTICUT	1,712	962	1,392	60
DELAWARE	171	85	63	1
DISTRICT OF COLUMBIA	620	48	21	29
FLORIDA	4,676	734	808	128
GEORGIA	2,614	924	61	84
HAWAII	208	74	82	-
IDAHO	413	75	134	8
ILLINOIS	0	20,048	843	-
INDIANA	364	1,417	108	-
IOWA	2,607	912	102	487
KANSAS	68	287	3	16
KENTUCKY	1,203	135	99	1,367
LOUISIANA	4,968	1,505	181	77
MAINE	674	55	26	0
MARYLAND	222	365	188	116
MASSACHUSETTS	3,610	844	2,460	61
MICHIGAN	10,101	3,828	137	489
MINNESOTA	4,067	1,162	544	32
MISSISSIPPI	394	430	71	38
MISSOURI	971	445	114	313
MONTANA	396	47	0	0
NEBRASKA	1,884	758	5	3
NEVADA	321	12	58	24
NEW HAMPSHIRE	45	38	98	188
NEW JERSEY	3,403	1,491	193	-
NEW MEXICO	-	-	-	-
NEW YORK	2,544	1,941	343	120
NORTH CAROLINA	5,436	429	852	37
NORTH DAKOTA	-	568	3	-
OHIO[2]	0	0	646	-
OKLAHOMA	1,286	1,524	43	109
OREGON	1,267	589	68	65
PENNSYLVANIA	0	8,997	1,433	0
PUERTO RICO	58	208	110	106
RHODE ISLAND	488	112	436	53
SOUTH CAROLINA	5,835	509	63	-
SOUTH DAKOTA	957	90	47	35
TENNESSEE	7,385	543	105	180
TEXAS	28,221	2,107	638	1,068
UTAH	529	42	134	107
VERMONT	355	342	-	190
VIRGINIA	5,536	921	379	288
WASHINGTON	312	617	71	9
WEST VIRGINIA	1,258	201	37	14
WISCONSIN	2,543	341	628	7
WYOMING	629	37	371	30
AMERICAN SAMOA	0	8	0	0
GUAM	-	-	-	-
NORTHERN MARIANAS	3	3	0	0
TRUST TERRITORIES	92	0	66	0
VIRGIN ISLANDS	0	2	-	-
BUR. OF INDIAN AFFAIRS	96	105	12	-
U.S. AND TERRITORIES	129,979	64,207	15,236	6,203

TABLE XVII-A (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL¹ HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	SPEECH IMPAIRED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	804	-	-	-	11	-	-	-
ALASKA	113	3	-	-	228	56	-	-
ARIZONA		-	-	-	-	-	-	-
ARKANSAS	835	-	279	-	10	-	1	-
CALIFORNIA	13,561	625	43	52	255	1,049	44	7
COLORADO	212	274	40	1	89	243	19	20
CONNECTICUT	1,381	695	73	4	163	53	104	21
DELAWARE	124	3	-	-	26	41	-	-
DISTRICT OF COLUMBIA	479	2	1	18	38		2	-
FLORIDA	4,308	226	0	0	107	97	0	0
GEORGIA	1,605	55	-	-	189	78	-	-
HAWAII	208	-	2	-	-	10	1	-
IDAHO	237	54	-		79	5	6	-
ILLINOIS	0	14,903	-	-	0	1,801	155	-
INDIANA	97	2	-	-	80	23	-	-
IOWA	2,522	197	0	215	37	12	-	52
KANSAS	46	147	1	0	6	22	-	0
KENTUCKY	1,085	21	5	708	17	12	1	39
LOUISIANA	4,968	211	0	0	0	130	3	12
MAINE	434	25	0	0	90	0	0	0
MARYLAND	160	143	6	45	20	26	61	4
MASSACHUSETTS	1,023	238	697	17	731	171	498	12
MICHIGAN	9,742	227	0	359	125	912	0	4
MINNESOTA	3,238	385	111	7	478	271	39	2
MISSISSIPPI	368	131	31	8	6	71	3	5
MISSOURI	396	53	1	22	225	217	-	88
MONTANA	225	0	0	0	28	5	0	0
NEBRASKA	1,791	100	-	-	68	22	-	-
NEVADA	312	-	-	-	16	-	-	-
NEW HAMPSHIRE	24	11	21	80	17	16	6	21
NEW JERSEY	3,100	367	18	-	33	412	71	-
NEW MEXICO		-	-	-	-	-	-	-
NEW YORK	1,927	6	2	-	251	35	4	-
NORTH CAROLINA	4,700	-	-	-	224	1	-	2
NORTH DAKOTA		306	-	-	-	61	-	-
OHIO²	-	-	178	-	0	0	60	-
OKLAHOMA	1,110	813	-	38	93	123	-	28
OREGON	780	0	0	0	324	31	0	0
PENNSYLVANIA	0	5,982	0	0	0	262	377	0
PUERTO RICO	4	52	3	4	26	37	-	-
RHODE ISLAND	243	0	339	0	143	25	40	0
SOUTH CAROLINA	5,334	91	-	-	69	27	-	-
SOUTH DAKOTA	758	72	-	-	40	4	-	-
TENNESSEE	3,798	30	8	2	2,188	35	5	0
TEXAS	20,385	453	33	7	5,513	438	12	2
UTAH	189	-	11	30	216	-	8	30
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	4,974	178	101	61	133	32	2	30
WASHINGTON	301	72	2	0	3	44	2	0
WEST VIRGINIA	1,015	56	2	1	120	12	0	1
WISCONSIN	2,108		25	-	109	-	22	-
WYOMING	498	17	128	-	50		21	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM			-	-	-	-	-	-
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
TRUST TERRITORIES	18	0	12	0	35	0	22	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	57	56	-	-	12	24	-	-
U.S. AND TERRITORIES	101,599	27,282	2,173	1,679	12,721	6,946	1,589	380

TABLE XVII-B (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	MENTALLY RETARDED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	150	55	-	-	14	-	-	-
ALASKA	36	28	-	2	9	7	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	90	-	312	-	-	1	10	-
CALIFORNIA	56	1,712	5	16	75	198	23	3
COLORADO	34	354	48	-	18	82	-	7
CONNECTICUT	89	31	1,121	15	20	139	35	9
DELAWARE	3	17	28	1	12	22	1	-
DISTRICT OF COLUMBIA	38	12	6	-	12	20	4	-
FLORIDA	51	152	717	37	52	82	27	0
GEORGIA	166	430	39	13	257	179	3	2
HAWAII	-	29	56	-	-	2	1	-
IDAHO	14	4	98	6	28	0	8	-
ILLINOIS	0	1,216	143	-	0	961	496	-
INDIANA	104	999	-	-	17	46	-	-
IOWA	14	489	21	129	8	46	12	24
KANSAS	0	52	1	0	0	14	0	16
KENTUCKY	54	96	19	147	6	-	1	33
LOUISIANA	0	499	156	39	0	100	0	0
MAINE	64	8	11	0	39	10	1	0
MARYLAND	7	91	31	16	1	9	56	0
MASSACHUSETTS	877	204	597	14	685	136	398	9
MICHIGAN	45	1,345	104	49	46	494	25	3
MINNESOTA	155	291	260	6	36	51	8	0
MISSISSIPPI	13	192	33	25	-	-	-	2
MISSOURI	122	43	104	165	135	77	6	28
MONTANA	84	31	0	0	0	0	0	0
NEBRASKA	0	543	-	-	14	11	-	-
NEVADA	2	4	15	19	-	-	-	3
NEW HAMPSHIRE	1	6	30	31	0	0	1	1
NEW JERSEY	84	384	38	-	37	60	45	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	93	822	77	1	53	260	39	8
NORTH CAROLINA	392	163	740	11	48	20	-	14
NORTH DAKOTA	-	147	3	-	-	12	-	-
OHIO[2]	-	-	54	-	-	-	16	-
OKLAHOMA	26	216	1	8	7	20	-	1
OREGON	48	535	37	31	34	2	0	6
PENNSYLVANIA	0	1,488	606	0	0	419	231	0
PUERTO RICO	16	39	19	33	1	13	-	4
RHODE ISLAND	4	50	7	1	0	7	32	0
SOUTH CAROLINA	96	188	-	-	87	32	-	-
SOUTH DAKOTA	99	9	47	35	7	0	-	-
TENNESSEE	1,000	312	49	3	180	20	23	2
TEXAS	1,248	787	114	10	149	69	31	63
UTAH	8	34	92	34	107	-	4	5
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	99	515	127	151	22	29	9	14
WASHINGTON	2	284	41	9	0	32	5	0
WEST VIRGINIA	75	62	20	1	0	39	1	0
WISCONSIN	27	183	377	-	32	76	56	-
WYOMING	19	8	47	-	20	10	63	-
AMERICAN SAMOA	0	6	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	1	0	0
TRUST TERRITORIES	11	0	8	0	0	0	1	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	8	13	10	-	5	7	-	-
U.S. AND TERRITORIES	5,622	15,178	8,469	1,058	2,153	3,815	1,672	257

TABLE XVII-D (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL' HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

	HARD OF HEARING[6]				VISUALLY HANDICAPPED			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	15	7		-	4	2	-	-
ALASKA	4	1			2		-	-
ARIZONA	-	-	-	-	-		-	-
ARKANSAS	-	26	8		-	9	9	-
CALIFORNIA	43	290	1	1	34	106	2	13
COLORADO	19	53	40	-	8	22	-	-
CONNECTICUT	40	18	28	5	5	10	1	0
DELAWARE	-	1	1	-	6	1	1	-
DISTRICT OF COLUMBIA	7				7	2		-
FLORIDA					51	23	0	0
GEORGIA	43	42	3	14	57	17	-	2
HAWAII	-	8	2	-	-	2	-	-
IDAHO	4	3	3	-	4	3	9	-
ILLINOIS	0	137	29	-	0	119	20	
INDIANA					1		24	
IOWA	16	63	0	20	4	8	11	8
KANSAS					6	9	0	0
KENTUCKY					9		2	71
LOUISIANA	0	55	0	6	0	49	7	0
MAINE	9	0	0	0	5	2	0	0
MARYLAND	8	11	0	1	9	14	1	5
MASSACHUSETTS	146	34	100	2	64	17	44	2
MICHIGAN					25	56	0	14
MINNESOTA	43	55	42	0	29	20	6	0
MISSISSIPPI	-	1	1	2	0	-	-	1
MISSOURI	20	15	-	3	34	11	-	3
MONTANA	21	1	0	0	5	2	0	0
NEBRASKA						25	-	-
NEVADA	-	-		-	1		-	-
NEW HAMPSHIRE	0	0	3	1	1	2	0	9
NEW JERSEY	0	40	1	-	112		-	
NEW MEXICO	-	-		-			-	-
NEW YORK	24	6		-	20	2	6	
NORTH CAROLINA	63	50		1	9	4	4	-
NORTH DAKOTA	-	14		-	-	6		-
OHIO					-	-	25	-
OKLAHOMA	8	43		2	10	63	1	11
OREGON	10	4	5	3	25	0	2	5
PENNSYLVANIA	0	258	0	0	0	144	44	0
PUERTO RICO	-	1	-		9	5		-
RHODE ISLAND	0	5	8	0	0	0	5	0
SOUTH CAROLINA	57	54	43		34	18	20	-
SOUTH DAKOTA	0		-		3	0	-	-
TENNESSEE	100	17	0	0	30	9	8	1
TEXAS	61	12	175	1	210	78	17	6
UTAH	1	-	1	-			4	-
VERMONT	-						-	-
VIRGINIA	74	38	4	3	156	15	3	2
WASHINGTON	1	35	0	0	2	7	2	0
WEST VIRGINIA	38	9	5	1	10	1	2	0
WISCONSIN	24	71	3	-	23	11	14	-
WYOMING	31		24				7	25
AMERICAN SAMOA	0	0	0	0	0	1	0	0
GUAM	-	-	-	-			-	-
NORTHERN MARIANAS	0	1	0	0	1	0	0	0
TRUST TERRITORIES	7	0	5	0	5	0	6	0
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	9		-	-	1	1	2	-
U.S. AND TERRITORIES	946	1,478	535	66	1,031	896	309	178

TABLE XVII-E (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF[8]				DEAF/HARD OF HEARING[9]			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA	-	-	-	-				
ALASKA	1	6		-				
ARIZONA	-	-	-	-				
ARKANSAS	-	17	1	-				
CALIFORNIA	40	443	0	1				
COLORADO	-	-	-	-				
CONNECTICUT	-		-	-				
DELAWARE			14	-				
DISTRICT OF COLUMBIA	1	-	-	-				
FLORIDA					70	71	0	0
GEORGIA	26	42	3	1				
HAWAII	-	10	-	-				
IDAHO	0	0	1					
ILLINOIS	0	250	-	-				
INDIANA					15	47	84	-
IOWA		16	14	-				
KANSAS					4	38	1	0
KENTUCKY					19	2	70	109
LOUISIANA	0	68	13	0				
MAINE	1	0	2	0				
MARYLAND	4	16	0	6				
MASSACHUSETTS	21	5	14	1				
MICHIGAN					21	305	5	5
MINNESOTA	6	6	6	0				
MISSISSIPPI	-	-	-	-				
MISSOURI	2	2	3	2				
MONTANA	7	1	0	0				
NEBRASKA					11	7	5	-
NEVADA		7	-	-				
NEW HAMPSHIRE	0	1	6	6				
NEW JERSEY	13	27	1	-				
NEW MEXICO	-	-	-	-				
NEW YORK	23	77	80	-				
NORTH CAROLINA	-	19	67	-				
NORTH DAKOTA	-	5	-	-				
OHIO					-	-	. 171	-
OKLAHOMA	1	132	29	6				
OREGON	2	13	8	7				
PENNSYLVANIA	0	87	127	0				
PUERTO RICO	2	16	46	27				
RHODE ISLAND	0	0	5	0				
SOUTH CAROLINA	4	7	-	-				
SOUTH DAKOTA	8	1	-	-				
TENNESSEE	20	30	6	0				
TEXAS	60	12	176	2				
UTAH		4	3	-				
VERMONT			-	-				
VIRGINIA	36	58	6	0				
WASHINGTON	0	47	1	0				
WEST VIRGINIA			-	-				
WISCONSIN	1		46	-				
WYOMING		2	20	5				
AMERICAN SAMOA	0	1	0	0				
GUAM								
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	5	0	4	0				
VIRGIN ISLANDS	0	1	-	-				
BUR. OF INDIAN AFFAIRS	-	1	-	-				
U.S. AND TERRITORIES	283	1,450	702	64	140	470	336	114

TABLE XVII-F (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	DEAF-BLIND REGULAR CLASSES	DEAF-BLIND SEPARATE CLASSES	DEAF-BLIND SEPARATE FACILITIES	DEAF-BLIND OTHER EDUCATIONAL ENVIRONMENTS	MULTIHANDICAPPED REGULAR CLASSES	MULTIHANDICAPPED SEPARATE CLASSES	MULTIHANDICAPPED SEPARATE FACILITIES	MULTIHANDICAPPED OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[2]	25	8		-	22	50	-	-
ALASKA	-	-		-	-			-
ARIZONA	-	-		-				-
ARKANSAS	-	-		-	-		-	-
CALIFORNIA	-	-		-	-	-	-	-
COLORADO	-	-	-	-	-		-	-
CONNECTICUT		-		-	-	-	-	-
DELAWARE	-	-		-	-		-	-
DISTRICT OF COLUMBIA	-	-	-	-	-	-	-	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-		-	-
HAWAII	-	-	-	-	210	18	13	5
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	-	-	-	-	-		-	-
INDIANA	-	-	-	-	-	-	-	-
IOWA	-	-	-	-	28	185	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	-	-	-	-	-	-	-	-
LOUISIANA	-	-	-	-	-	-	-	-
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	-	-	-	-	-	-	-	-
MISSISSIPPI	7	7	1	2	-	-	-	-
MISSOURI	-	-	-	-	-	-	-	-
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	-	-	-	-	-	-	61	-
OREGON	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	-	-	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	-	-	-	-	-	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	32	15	1	2	260	253	74	5

CHAPTER 3

DATA COLLECTING ACTIVITIES OF THE PROJECT

Procedures

Efforts of the project staff to accumulate a body of data pertinent to the purposes of the feasibility study instituted activities to seek information directly from practicing professionals who work with Special Education/Special Vocational Needs students.

Preliminary contact with administrators in the nine county area was undertaken by use of introductory letters and promotional brochures to acquaint said administrators with the objectives of the project. The project research investigator undertook to solicit assistance through the administrative staff of the Southeast Kansas S pecial Education Cooperative which provides services to 13 school districts within the surrounding area.

Through the Cooperative's administrative staff, notices were sent to the Special Education/Special Vocational Needs educators asking them to respond to requests for time periods when they would be available for interview activities. Telephone contact was them made and appointments were set up with them to meet at their educational facilities. Interviews averaged one hour to two hours in length. During the interviews, the following information was solicited:

1. Identification of current programs at the Vocational Technical Institute that they believed that their current student population could fit into based on student characteristics, student behavior in the classroom and perceived maturity of these students.

2. Educational programs that could be instituted at the Vocational Technical Institute to meet educational characteristics of their current population and to accommodate local industrial demand.

3. Listings of local businesses, industries and resource persons who have provided positive response to educational purposes of teachers who work with Special Education/Special Vocational Needs populations. The purpose of which was to be the development of a directory of supportive individuals who could be contacted within the targeted geographic area for purposes of providing a regional advisory group, industrial liaison, and development of a public relations/community attitudinal development resources base.

All of those who responded to interview invitations were contacted and interviews were set.

Personnel of the project, including the Vocational Technical Institute Director and Research Associate, travelled to Columbus, Altamont, Baxter Springs, and Pittsburg in order to carry out interview activities. Because response to requests for interviews was considered too minimal for the desired outcome, it was determined that an alternative method would have to be developed to obtain the additional data needed.

A telephone survey was taken of all secondary level educational centers within the nine county area to determine the total number of educators in each facility who work directly with Special Education/Special Vocational Needs students. This survey determined that approximately sixty educators in the nine counties were identified as being actively engaged in the teaching of the Special Education/Special Vocational Needs students.

Principals and area school directors of each school system were then contacted via mail to inform and solicit support in having local school personnel respond to an informal mailed survey form to arrive shortly in the school mail. Mailed copies of the survey instrument followed four days later complete with an explanatory letter requesting information and containing stamped return envelopes. Data solicited was basically the same information requested from educators during interview activities.

A sample copy of the survey instrument is to be found in Appendix B. Findings of the survey activity of the research project are to be found in Table XVIII.

SOUTHEAST KANSAS SPECIAL EDUCATION

SPECIAL VOCATIONAL NEEDS SURVEY

TABLE XVIII

On the chart below is a list of those technical programs currently offered by the Vocational Technical Institute of Pittsburg State University. Please rate each program along the scale in relation to the general skill levels and characteristics of the special education/special vocational needs population of your area.

	Satisfactory	Little Modification	Some Modification	Much Modification	Unsatisfactory
Air Conditioning	6 20.0%	5 16.6%	6 20.0%	5 16.6%	5 16.6%
Auto Body	7 23.3%	7 23.3%	6 20.0%	4 13.3%	0.0%
Mechanics	6 20.0%	8 26.6%	6 20.0%	3 10.0%	4 13.3%
Furniture	7 23.3%	8 26.6%	5 16.6%	4 13.3%	0.0%
Cosmetology	5 16.6%	8 26.6%	7 23.3%	4 13.3%	3 10.0%
Drafting	8 26.6%	5 16.6%	6 20.0%	5 16.6%	6 20.0%
Electricity	5 16.6%	4 13.3%	7 23.3%	7 23.3%	5 16.6%
Electronics	7 23.3%	4 13.3%	3 10.0%	9 30.0%	6 20.0%
Machine	7 23.3%	10 33.3%	5 16.6%	3 10.0%	3 10.0%
Welding	8 26.6%	6 20.0%	9 30.0%	0.0%	3 10.0%

Note: The actual count of responses is recorded in the upper right corner of each space. Response in terms of percentage is recorded beneath the actual count.

Special Vocational Needs Survey Results

A total of sixty survey forms were mailed. A total of thirty completed survey forms were returned to the Vocational Technical Institute in response to the request for information.

The objective of this activity was to seek out information from practicing professional educators concerning the kinds of post-secondary educational programs that they perceived as being appropriate for their current student populations. This information was sought particularly as it might apply to those trade area programs that are currently being offered by the Vocational Technical Institute. Educators were asked to consider the current programs and to indicate their opinions as to the degree of modification on a 5 point scale, that might be needed to make the programs applicable to the students they currently teach. The information obtained is reported both in terms of actual count and by percentage of total responses received. No attempt is to be made at this time to analyze the information obtained from the respondents. Results of the survey activity are reported in Table XVIII.

The research project survey instrument also requested that the educators indicate the other kinds of educational programs that they would consider to be appropriate for their students. Project personnel considered that this might give an additional insight as to local demand for workers and be useful in determination of new programs to consider implementing at a later date.

Those training areas that were indicated by the educators as being areas that their students could benefit from are as follows:

1. Motel or housing maintenance and cleaning
2. Cook's helper
3. Food services
4. Fast foods workers
5. Laundry workers
6. Child care
7. Filling station attendant
8. Horticulture
9. Office workers/filing and clerical workers
10. Building maintenance
11. Warehousing
12. Nursing home aides
13. Masonry/bricklaying
14. Truck driving
15. Physical therapy aide
16. Custodial service
17. Grocery store services (stocking and carry-outs)
18. Building trades
19. Printing trades

One consideration to be reported at this time concerns the Vocational Technical Institute itself. A number of the respondents indicated that they felt that they were not well enough backgrounded on the programs taught at the Vocational Technical Institute to be able to evaluate them insofar as the degree of difficulty that the programs would present to potential Special Education/Special Vocational Needs students on a post-secondary level. This factor may be a biasing element in the responses provided by some of the educators surveyed.

CHAPTER 4

EMPLOYMENT DEMAND

The terminal outcome for any training program is to provide the participants with skills that will allow them to find viable occupational opportunities. Unfortunately, the completion of educational activities for the handicapped in the United States does not guarantee this goal.

According to the literature, the U.S. Office of Education reports that 80% of handicapped individuals are within one year of leaving school, at best underemployed, or dependent on welfare, under total care, or both (Training Educators for the Handicapped, 1976). (McInerney and Karan, 1981).

This information is upheld by the local Job Service counsellor who indicated having a waiting list of 50 handicapped clients within the Pittsburg area who were not employed due to lack of specific salable skills.

In addition to the actual physically handicapping condition, there is an additional stereotype handicap imposed upon this population by society. They are frequently perceived as being unable to adequately hold down a job along with other employees in the work situation. In addition, false assumptions about affects upon insurance rates when hiring handicapped workers, safety, output of performance, and image lead many potential employers to avoid hiring handicapped individuals.

Unquestionably, a job market would have to be developed within Southeast Kansas to serve the employment needs of technically trained handicapped individuals. Careful choice of programs to develop to serve this population based upon labor needs of the geographic area is the primary step in this regard.

This would likely best be served by comparing the proposed skills to be taught with employment outlook data developed within Southeast Kansas. For purposes of this, reference to Occupational Demand Survey of the Vocational Level Jobs in the Nine Counties of Southeast Kansas 1976-1980 with accompanying Occupational Survey Summary of Nine County Area of Southeast Kansas, 1978. This summary is an update of the original document by William Gary Ward, Ed.D., under the auspices of the Vocational Division of the Kansas State Department of Education.

This data based upon direct interview with major Southeast Kansas industries provides data concerning employment counts, future projections of employment needs, and complete plant job descriptions based upon Dictionary of Occupational Titles codes.

By analyzing the employment market with those data collected by direct survey activities of this research project, the decisions as to which directions the proposed programs should go would be possible. The decision as to which programs to modify or what new programs to implement to meet goals would likely be undertaken upon completion of the project and accomplished by administrative personnel of the Vocational Technical Institute, Pittsburg State University, the principal investigator, selected instructional faculty of the Vocational Technical Institute, and advisory council representatives.

An intense campaign to include representatives of major industries and businesses of the area in the decision making process should be considered an integral activity of this part of the process. Industry and businesses of Southeast Kansas are the future employers of the graduates of any program. By including representatives from these groups, there would be a dual benefit of exposing them to the proposed programs from the outset and involving them in the planning stages of the proposed programs thus gaining support as the programs would have the effect of being tailored to meet their employment needs.

CHAPTER 5

ORGANIZATION OF A BRANCH OF THE VOCATIONAL TECHNICAL INSTITUTE TO SERVE POST-SECONDARY HANDICAPPED STUDENTS

For the purposes of this report, the definition used to identify the term "handicapped" is an all inclusive one. It is generally meant to cover those conditions that are defined within the context of Special Education/Special Vocational Needs literature and those of the Developmentally Disabled terminology. In general, it includes those individuals in-school and those out-of-school who are categorized as learning disabled, personal and social adjustment, mentally retarded, singly or multiply physically handicapped and those individuals who fall within the guidelines of disability used by those service agencies who deal with similarly disabled individuals outside the educational community.

Each of the persons so defined functions under one or more conditions that limits, to some degree, his functioning within society. Because of the degree of disabling condition, his needs for support services vary. It is this factor that impacts most heavily upon educators who are currently having to face the reality of the identified disabled individual in the classroom setting.

The field of Special Education/Special Vocational Needs Education is still in the infancy stages with research in methods of best dealing with the multi-faceted aspects of the topic still experimental and controversial.

The implementation of legislation impacted heavily upon teacher preparation institutions to meet a nationwide demand for educators skilled in the field.

Research activities carried out by Vocational Technical Institute research staff and faculty indicate that a number of individuals who would qualify as "handicapped" have already completed the course requirements for various programs currently offered by the Institute. These individuals identified by the University testing services as falling within the range of the e.m.r. category have already successfully completed requirements for their chosen trade program and have been placed within positions in industry.

The Vocational Technical Institute utilizes the Henmon-Nelson Test administered by the Pittsburg State University Testing Service as a means of indicating the mental level of all newly enrolled students.

Data concerning a five year compilation of Vocational Technical Institute students' characteristics is available. This activity, carried out as an in-house research project, entitled, A Study of Vocational Technical Institute Student Population Characteristics Aided by A Microprocessor System, Bradrick & Bradrick, 1980, indicates both the degree of success in all trade program areas over a five year period and the test scores for the total population of the period researched.

This makes a strong argument for students of less than average intellectual capacity coming out of the current secondary setting into the Vocational Technical Institute and achieving success, as evidenced by being program completers, in the various trade area programs offered by the Institute. Identification of, and labeling of, these students has had both positive and negative aspects. While identification would allow support services and uniqueness of disabling condition of the individual to be given early attention it also attaches a label upon that person which makes educators unaccustomed to dealing with these students apprehensive.

Defense mechanisms in the form of a sense of inadequacy, concern over student safety, time siphoned off from other students in the classroom, lowered technical image of the Institute, placement upon completion of program and lowered quality standards of the trade area program have all been proposed as reasons that the Vocational Technical Institute should not engage in an active campaign to solicit these students or to develop new programs to serve this population.

Attitudes of educators toward those they teach play an integral part in the "making-or-breaking" of any student. It is especially true of the Special Education/Special Vocational Needs students who may well have already developed a history of poor educational habits and failure in other educational pursuits. They may have a deeply ingrained belief that they will continue to fail in an educational activity.

A number of recommendations is offered here, obtained from review of pertinent literature and interviews with educators, faculty and professional teacher/educators in the Special Education and Special Vocational Needs field.

In-Service Activities

It is the recommendation of this report that an initial activity of in-depth in-service activities take place within the faculty and administration of the Vocational Technical Institute over a period of time to enable the current faculty to develop appropriate attitudes toward the potential "handicapped" student in the respective trade area programs. This in-service activity would enable the instructors opportunities to develop teaching techniques and strategies useful to the classroom setting. It might be well to note that the majority of the instructors are currently applying techniques with their teaching methods that are applicable in that the use of occupational analysis, visual aids, repetition of material, individualization of instruction and elimination of extraneous materials to their courses. All of which are recommended practices for use with special needs populations.

Attitudinal Changes

Related to in-service activities to modify faculty attitudes in the need to tie community, businesses and industry closely to the project in order to involve this sector in developing attitudinal changes within the potential employees. Clearly, without the support of these three sectors in the form of job opportunities made available to program graduates, it is futile to expend energies, time and dollars in educational experiences that have no practical outcome for the student. Philosophically, a real injustice would be perpetuated upon an individual who believes that he will be able to achieve the status of gainful employment upon completion of a program, when in actuality, there is no one who would be willing to hire him.

Student Screening and Assessment

This leads to consideration of development of an aspect of student service that is not currently a part of the Vocational Technical

Institute enrollment activities, but for best interests of the student and for the continued benefit of the Vocational Technical Institute would appear to be highly beneficial. This is a perceived need for screening activities undertaken upon application for entry or at enrollment time. This screening is viewed as positive rather than negative in the form of discrimination in that it protects the well being of the applicant by determining at the outset of training that he has a high probability of completion. It also serves the best interest of the Institute in that students would not be entering a program, failing and thus depriving another student of an opportunity to participate in the program.

Good health of any new program must be so structured as to make every effort to reduce likelihood of failure for the high-risk students. Success of the program and success of the students enrolled in the program would indicate a strong emphasis be placed on systematic screening and assessment of the student. This topic has been discussed by Scelfo. Some guidelines for establishing a Vocational Assessment System for the Special Needs Student, 1978. Some proposed techniques might include:

1. Vocational counseling
2. Vocational evaluation of student capabilities
3. Vocational assessment
4. Student interests and aspirations

Special Vocational Needs Coordinator

It is a proposal of this study that a pivotal professional person become a part of the Vocational Technical Institute faculty. The individual so designated would have responsibility for screening of applicants, serving as liason and "troubleshooter" for and with faculty serving as an advocate for the students of the branch where applicable. This person might well also provide or make provision for tutoring of endangered students during those times of high-risk. It is this person whose responsibilities would entail determining the suitability of entrants for programs where the probability of success in a given trade program might be in question, who would provide educational support activities when student weaknesses within program activities become evident and who would provide counseling on a regular basis for these students.

The duties and qualifications for the Special Vocational Needs Coordinator are delineated in depth by Yoshimura, Vocational Education for Mentally Handicapped Students, A Procedural Manual, 1978.

This person might well be charged with the responsibility of developing the ties needed with local individuals, with businesses and with industry to promote placement of completers of the programs. While it is the usual practice of the instructors of the trade programs to engage in placement activities for the regular students near the end of the training program, the responsibility for placement of the "handicapped" student trainee is one that should not necessarily fall upon the regular trade program instructor. The sensitivity of both the classroom instructor and the relationship of the special needs coordinator to the student make it likely that he can best serve this aspect of the students in question.

Articulation

Tied to assessment of student potential at time of application is the possibility of obtaining data from previous secondary education setting. Currently, school records, due to impact of the Buckley Amendment, do not indicate the Special Education/Special Vocational Needs status of students. While this protects students from discrimination on paper, it also prevents knowledge about the student to be expressed prior to in-class observation and results of the Henmon-Nelson test scores which are administered midway during the first semester of program instruction.

If there were an organized effort to provide articulated educational experiences within the secondary educational setting to provide students with knowledge concerning working, vocabulary for occupations and development of work habits, associated with basic skills of use of equipment, tools and mathematics common to technical programs, the likelihood of success for a student coming from a secondary educational setting into a branch of technical facility such as the Vocational Technical Institute would have heightened chances of success.

This articulation applied within the vocational education setting on the secondary level is a viable precourser to facilitating entry into a post-secondary setting such as the Vocational Technical Institute.

The current practice of providing Special Vocational Needs/Special Education students with educational experience of a vocational educational nature is one that is familiar to educators throughout the state. This practice called "tracking," whose merits will not be debated here, exists. By taking advantage of it, it would be possible to provide the articulated background material essential to various technical fields prior to entry into the Vocational Technical Institute.

Building Facility

Any program to carryout the development of a branch of the Vocational Technical Institute to accommodate the proposed student population would need to give consideration as to the actual physical facilities under which they would be carried out.

A number of variables must be taken into consideration:

1. Proposed program areas with associated costs of equipment, tools, etc.
2. Space requirements of the program to teach the actual program as well as space requirements to accommodate specific characteristics of handicapping conditions.

Example: Physical handicaps which have space requirements to accommodate wheel chairs, etc., as well as space requirements for the sake of safety of students.

Example: Welding torches to accommodate students with visual problems.

Planning of arrangements of stationary shop equipment and cabinetry are but two other considerations. Section 504 of the Rehabilitation Act of 1973, sets out guidelines under which all educational facilities must be made accessable to those individuals with handicaps.

Currently, plans are being coordinated between the faculty, staff and administration of the Vocational Technical Institute with the University Administration and the Office of the Director of Planning Facilities, to design a facility to house the Vocational Technical Institute. This facility would, under Section 504, be required to meet those guideline specifications as set out in this document. It appears feasible that those plans include a space allocation to implement innovative program developments in the future.

The conclusion is that when the facility to house the Vocational Technical Institute becomes an actuality that there could be space to accommodate a branch of the Vocational Technical Institute for purposes of serving post-secondary educational needs of handicapped individuals in Southeast Kansas.

A branch organization within the present Vocational Technical Institute would have one of two directions in which to develop:

I. Modification of current on-going trade area programs of the Vocational Technical Institute.

II. Development of separate program/program areas to accommodate the target population.

A brief discussion of major elements within the teaching of subject matter follows:

A. Would necessitate curriculum modification changes to deal with specific limiting characteristics of the students.

B. Intensive in-service of instructors to teach programs if instructors are those who currently teach trade program.

C. Pre-enrollment assessment activities - onsite with Special Vocational Needs or contracted services such as Service Centers. Auxilliary support services provided by Special Vocational Needs Coordinator: i.e. remedial activities to strengthen students where "at-risk" factors are evidenced.

   1. Tutoring provided directly by Special Vocational Needs Coordinator or peer tutor in program area, university wide facility when applicable.

   2. Liason with local support service agencies for provided services.

D. Development of resources onsite to deal with specific conditions of handicaps included.

Clearing House Established

In the 1979 report from the Department of Education's Bureau of Education for the Handicapped, Dr. Giannini, Bureau Director, identified two goals for serving needs of handicapped individuals nationwide. The first related to being able to accurately count handicapped persons in the United States. The second factor was the need for organization of a clearing house for information concerning this population. Resources and research findings in the field need to be kept up-to-date under the wealth of information being turned out by publishing companies, university presses and human support service organizations. These resources need to be so located and organized as to be readily accessible to educators in school systems.

A paradoxical condition has developed in that while a great deal of data is being published concerning the special education/special vocational needs population, this information is not being funneled into the classroom teachers' hands as rapidly as it should be.

Due to press of classroom responsibilities and paper work activities related to complying with federal and state regulations, these educators find themselves with little time available to locate information that they need to assist their programs and students when need arises.

During interview activities carried out among the special education and special vocational needs educators within the thirteen school districts of the Southeast Kansas Special Education Cooperative, the following information concerning this was obtained. The question posed to educators was, "What resources do teachers think that they need to help special education/special vocational needs students prepare for and to succeed in post-secondary educational programs that they currently do not have access to?" The factors mentioned in interview activities were:

1. Development of relief measures for the classroom teacher in the management of time and classroom activities when there is a situation of only one instructor and an excessive number of students in the classroom.

2. Professional resource persons outside the school system to turn to when a crisis situation either appears to be developing or when one occurs.

3. The need for immediate resources in meeting day-to-day problems arising out of the working with special education students. This needs to be in the form of knowledgeable resource persons, instructional materials, "hardware and software," and organizational representatives. (Council of Exceptional Children, Vocational Rehabilitation, counsellors trained to deal with handicapped persons, etc.)

Example: Something so elementary as lists of vocabulary words to use in special education/special vocational needs classrooms to acquaint students with terminology used in the labor field was suggested as a needed teaching tool during one interview. Curriculum materials currently being used were based on words appropriate to thinking of elementary level students. While they might be appropriate from the standpoint of reading level, they were not relating to the societal and adolescent world. It was recommended considering use of word lists in these classes that would teach the students terminology that would relate to the world of work.

It seems likely that a working knowledge of words such as labor union, Workmen's Compensation, withholding tax, etc., would provide a good basis for preparing the student for a work situation. Research activities of the project located a published list of vocabulary words that proved useful to the needs of that specific situation. The point being that a useful tool was available given time and someone to locate it.

4. Need for materials and strategies to involve parents in a meaningful way as support for students in achieving success in programs. Related to this is the need for teachers to have available means for helping parents find relief strategies in dealing with handicapped students in the home setting. The area of stress within the home is one that has been getting more attention as it relates directly to how the handicapped student deals with the rest of the world.

5. A centrally located housing facility for the accumulated information where educators could go for "hands-on" activities during periods of time when they need to have them accessible to them.

These elements all lead directly toward recommendation of a facility developed as an organized effort to set up a "Clearing-house" of information emphasizing needed elements indicated both by national representatives and local research activities. The goal of a facility of this nature would be in keeping with national goals and would provide linkage between various educational agencies in the area.

A compilation of resources from educational sources; local, state and federal service agencies, and private interest groups badly needs organization and knowledge concerning dissemination to educators in the field. A new climate of sharing of information and the awareness of what is available as the field of Special Education/Special Vocational Needs literature develops is of prime importance. The increasing dollar cost of program operation within the current political and economic climate of the United States demands optimum use of resources.

This study suggests that the Vocational Technical Institute is ideally situated to develop this facility. Its geographic location, vocational-technical orientation, relationship to educational agencies, dual identity within the University system as well as unique characteristics of individuality makes it a viable entity for such a structure.

Philosophically, the Vocational Technical Institute has an orientation toward potentially serving the special education/special vocational needs population who have a possibility of success in a technically oriented post-secondary educational setting. In addition, the Vocational

Technical Institute has a history of sensitivity toward serving perceived program needs within the community and has a structure that allows it to be flexible in its educational program offerings.

The Vocational Technical Institute has a potential for a four part thrust toward serving the population in its relationship to human support services agencies in Southeast Kansas who send clients to the Institute as potential students, (Veteran's Administration, CETA, Vocational Rehabilitation, etc.) Pittsburg State University, where the instructors of the Institute frequently pursue advanced degrees, with the Vocational Education Department and Special Education Department of this Institute, who potentially contribute skills and knowledges to those instructors, secondary school systems who provide students to the Vocational Technical Institute student body, and with industries and businesses within the area.

Outreach of the Vocational Technical Institute has been highly developed during its long history of service to the labor market. Placement of student completers of the trade programs offered at the Vocational Technical Institute exceeds 90 percent for any given year prior to graduation. Benefits accruing to educational systems in the nine county area include ready access to appropriate materials, reduction of time delay in waiting for materials ordered to arrive, dollar costs reduced in not having to purchase needed materials directly from publishers, and a "network" or support system that could develop among users to provide assistance from others who are also directly involved in serving handicapped persons. (There is a growing concern in research literature that deals with the stresses placed upon educators of handicapped persons that lead to "burn-out" of professionals who see themselves as isolated, overburdened by responsibilities of the job, and no support system of others who understand the conditions under which they operate. The result of which is, more professionals leaving the field at a time when the recognized need for these professionals is increasing.

The Vocational Technical Institute has been instrumental in leadership toward development of innovative techniques for dealing with issues related to needs of the educators serving the handicapped population. During the past year the Institute hosted a cross-disciplinary workshop with Dr. Gary Green from the University of Kansas as guest consultant. Dr. Green was asked to review the activities of the current project, make recommendations and to observe the teaching activities of the instructors of the trade programs of the Vocational Technical Institute. During this same time an organized activity was engaged in, in which Vocational Educators, Vocational Technical Education faculty, Special Education faculty and full faculty of the Institute participated in a workshop type learning experience together. The purpose of this was to begin development of ties among the various disciplines that serve the handicapped population and to foster perceived "need for a "can-do" attitude by special educators and vocational educators as they function in a team relationship".......to engage in a dialog between special educators and vocational educators, "to suggest ways in which the efforts of these professionals can be mutually reinforcing and complementary." (Weisgerber, 1980 p.V1.)

During the spring semester, the Vocational Technical Institute actively supported and participated in a unique learning experience for Special Vocational Needs students in Southeast Kansas by hosting the Welding and Auto Body Painting Skills Contest of the first annual Special Needs Skills Contest held in Pittsburg, Kansas.

Review of pertinent literature collected during the research activity during the past year led the Director, Research Associate and the instructor of the Electronics program of the Vocational Technical Institute to recognize a need for, and to develop a course offering for teachers of Special Education/Special Vocational Needs classes in Southeast Kansas in which educators could develop micro-computer programs to use within their own classroom setting.

Research indicates that the use of the small computer in the classroom may well be an innovation that will provide real relief to the classroom teacher. Benefits of use of this resource include development of specialized programs that speak to the areas individual students need to stress in order to strengthen weak areas. It allows for repetition for as many times as the student needs it until he has mastered the information.

It structures in positive reinforcement and being media oriented is comfortable to students who are all together too familiar with television programming. At the same time, it relieves the classroom teacher to concentrate on other demands of classwork. This innovative course would directly respond to the first need as expressed by educators in the field. While some time is needed to learn basic programming skills, once learned, they are applicable for various educational settings and quickly utilized. The Vocational Technical Institute responded to this perceived need by engaging the two electronics instructors to develop a course for special education/special vocational needs educators who have access to micro-computers in their home educational institutions. The course was developed around orienting the educators to the use of the instrument and the teaching of skills in writing programs that would be applicable to their particular classroom needs and student populations.

An additional benefit would accrue to the integration of cross-disciplinary programs between the fields of Vocational Education and Special Education on the Pittsburg State University campus in that a branch of the Vocational Technical Institute to serve handicapped post-secondary students would be an ideal opportunity for providing field experiences of an internship type nature to those disciplines. These experiences would have a real benefit to education majors in providing training experiences prior to going into the classroom teaching situation.

Maryland and Florida are two states that have set up programs to provide a similar opportunity to education majors in response to criticism that education majors of Special Education programs are leaving teacher education institutions inadequately prepared to deal with these students in a realistic manner.

CHAPTER 6

CONCLUDING COMMENTS

During the past year the Vocational Technical Institute, through project entitled "A Study of the Feasibility of the Development of a Branch of the Vocational Technical Institute to Serve Handicapped Persons in Southeast Kansas," has actively sought to explore the characteristics and demographics of the handicapped population, the potential program offerings and options for developing a branch of the Vocational Technical Institute to serve the educational needs of post-secondary handicapped individuals within the structure of the educational system of which the Institute is a part.

The necessary data to begin the decision making process has been accumulated and catalogued by staff of the Vocational Technical Institute.

Exemplary programs upon which to draw information for similarities and comparison purposes has been sought out. Contact with professionals in the fields that serve needs of this particular population have been made and a network of communications established. Input for future research activities within the geographic location and involving this population have been generated.

Those decisions as to the future development of educational programs for this population in relation to the Vocational Technical Institute now lies within the province of the administration of the Vocational Technical Institute, Pittsburg State University and the state of Kansas.

The development of a branch of the Institute to serve the educational needs of post-secondary the handicapped population of Southeast Kansas who seek technically oriented education opportunities is an innovative idea. Pursuit of innovation demands an aggressive approach, one which may not always be popular but which will benefit all who bring it into being.

The handicapped population seeks of an educational system that which all students do, to be exposed to knowledge and useful skills in order to live profitably and productively with self-sufficiency within the framework of society after completion of the program to which they have been exposed. The opportunity to do so is the direct responsibility of the educational system provided. That they may have more or less of a certain quality than the "average" human being should not limit the opportunity to maximize their other capacities.

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APPENDIXES

APPENDIX A

Promotional Brochure "Vocational Technical Institute Feasibility Study: Serving Handicapped Persons in Southeast Kansas"

THE VOCATIONAL TECHNICAL INSTITUTE

The Vocational Technical Institute, a public supported Vocational Technical School operated as a part of Pittsburg State University is located in the midst of an extensive industrial and mining area covering the corners of three states; Southeast Kansas, Southwestern Missouri, and Northeastern Oklahoma.

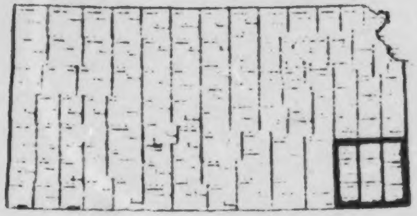
The major objective of the Vocational Technical Institute is the training of youth and adults for successful employment in industry. Emphasis is placed on basic techniques and skills which apply specifically to the needs of industry.

The objective of each course is to prepare students for useful and productive employment and to upgrade employed workers.

The Vocational Technical Institute has an excellent plant for Trade and Industrial Education offering programs in:

- AIR CONDITIONING AND REFRIGERATION
- AUTO BODY REPAIR
- AUTO MECHANICS
- CABINET AND FURNITURE MAKING
- COSMETOLOGY
- DRAFTING TECHNOLOGY
- ELECTRICITY
- ELECTRONICS
- MACHINE SHOP TECHNOLOGY
- WELDING

VOCATIONAL TECHNICAL INSTITUTE
FEASABILITY STUDY:
SERVING HANDICAPPED PERSONS
IN
SOUTHEAST KANSAS



Pittsburg State University

"A STUDY OF THE FEASABILITY OF THE DEVELOPMENT OF A BRANCH OF THE VOCATIONAL TECHNICAL INSTITUTE TO SERVE HANDICAPPED PERSONS IN SOUTHEAST KANSAS"

The Vocational Technical Institute of Pittsburg State University, in response to the mandate placed upon the public school system by P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973, is currently undertaking a research project to determine the feasability of implementing Vocational Technical programs for Handicapped Persons.

Handicapped persons, for the purposes of this study is a term which is broadly defined to include those definitions used by Special Education and by agencies within the state which serve the developmentally disabled population.

The intent of the Vocational Technical Institute is to provide a public service function to help meet the educational needs of the population.

Research priorities of the primary phases of the project are basically fourfold:

1. *To determine the specific population to be served.*
2. *To determine the unique training needs of the population under consideration.*
3. *To assess the unique training needs of the population to be served.*
4. *To assess the potential for industrial placement of the identified population.*

Future efforts beyond this point will include determination of requirements for facilities, staffing and equipment requirements, and supportive services needed for implementation of identified program possibilities.

This research project is under the direction of:

William Gary Ward, Ed.D., Director, Vocational Technical Institute
Pittsburg State University
Pittsburg, Kansas

Beth M. Bradrick, Research Associate

APPENDIX B

Sample Letter: Soliciting Administrative Support for Survey Activity

Pittsburg State University
Vocational Technical Institute / Pittsburg, Kansas 66762 / (316) 231-7000, Ext. 401

Dear Sir:

During the current fiscal year the Vocational Technical Institute of Pittsburg State University has undertaken a research project to determine the feasibility of modifying some of the trade programs offered by the Institute to serve the handicapped in-school and out-of-school population of Southeast Kansas.

One aspect of this research activity is to seek data in relation to the programs that could be modified from those secondary level educators who interact daily with the special education/special vocational needs population of this area.

Within the next several days an informational survey instrument packet will be mailed to every high school within the nine county area. We would like to request your support and assistance in this data-gathering activity.

The instrument will be a simple check list for educators to make response on concerning whether they think the individual trade programs offered by the Vocational Technical Institute could realistically be modified to serve the post-secondary educational needs of the students they are currently teaching.

With the increasing costs of travel expenses it has been necessary to seek alternatives to carry out research activities rather than interacting directly with educators in the field.

We appreciate that response to research activities of this nature are additional paperwork for professional educators who already have full schedules. Without this information, changes cannot come about.

We sincerely hope that this activity will have your enthusiastic support.

Sincerely,

Beth M. Bradrick
Research Associate

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APPENDIX C

Sample Letter: Soliciting Educators Support for Survey Activity

Pittsburg State University
Vocational Technical Institute / Pittsburg, Kansas 66762 / (316) 231-7000, Ext. 401

March 5, 1981

Attention: Secondary Level Special Educator/
Special Vocational Needs Educator

Dear Colleague:

During the current school year, the Vocational Technical Institute at Pittsburg State University has been engaged in carrying out a research project to determine the feasibility of developing a branch of the Institute to serve the post-secondary educational needs of in-school and out-of-school handicapped individuals in Southeast Kansas. This branch of the Institute theoretically could be achieved by modifying current technical programs or developing new programs that would meet the needs of the targeted population as well as serving industrial manpower needs of Southeast Kansas.

The possibility of modifying or instituting programs at the Vocational Technical Institute is a viable option in the future for implementing post-secondary education opportunities for handicapped persons of Southeast Kansas. However, without a firm data base upon which to make decisions, success is jeopardized at the outset. The field of knowledge concerning the secondary level special education/special vocational needs students is still highly limited. Decision making, insofar as program modification is concerned, can only succeed if it is based on reliable information out of a data base that is accurate.

One element of the research study has been to seek the input of educators in the educational systems of the nine counties who interact daily with special education/special vocational needs students. It is the thinking of the research team that these professionals are best suited to provide information to the project on the characteristics of these students educationally as well as demographically.

The decision to seek information by means of this survey instrument was made in order to minimize the time drain on busy teachers in the field. I appreciate fully the paper work involved in replying to requests for information. This means is the one chosen as least time consuming for all concerned.

Page 2.

We actively solicit your support and assistance in this data gathering activity. Please complete the enclosed survey instrument and return it to the Vocational Technical Institute in the envelope provided for your convenience. If you would like a copy of the completed report, we would be pleased to send one to you. Any further questions may be answered by calling (316) 231-7000, Ext. 226, at the Vocational Technical Institute.

Thank you for your help in carrying out this important research project.

Sincerely,

Beth M. Bradrick

Beth M. Bradrick
Research Associate
Vocational Technical Institute

BMB:bl

Enclosure

APPENDIX D

Sample of Instrument for Survey Activity

SOUTHEAST KANSAS SPECIAL EDUCATION

SPECIAL VOCATIONAL NEEDS SURVEY

On the chart below is a list of those technical programs currently offered by the Vocational Technical Institute of Pittsburg State University. Please rate each program along the scale in relation to the general skill levels and characteristics of the special education/special vocational needs population of your area.

PROGRAM TITLE:	SATISFACTORY AS IS	LITTLE MODIFICATION NEEDED	SOME MODIFICATION NEEDED	MUCH MODIFICATION NEEDED	UNSUITABLE
AIR COND./REFRIG.					
AUTO BODY					
AUTO MECHANIC					
CABINET/FURNITURE					
COSMETOLOGY					
DRAFTING TECH.					
ELECTRICITY					
ELECTRONICS					
MACHINE SHOP					
WELDING					

What other program areas could be developed to meet the needs of the secondary level special education/special vocational need students?

COMMENTS:

APPENDIX E

Occupational Demand Survey of the Vocational Level, Jobs in the Nine Counties of Southeast Kansas 1976-1980

FINAL REPORT

"MATCHING UNEMPLOYMENT DATA WITH MANPOWER NEEDS DATA IN SOUTHEASTERN KANSAS"

Mrs. Hazel Rockhold
Project Director

David DeMoss
Program Coordinator

Carole Schifferdecker
Secretary

Funded by a grant from the
Vocational Department, Research Division
Dean Prochaska, Director

Kansas State Department of Education
Topeka, Kansas

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Proposal for Matching Unemployment Data with Manpower Needs Data in Southeastern Kansas

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1978 Enrollment in Vocational Courses by Schools

1978 Enrollment in Vocational Courses by Counties

Total Enrollment in Vocational Courses in the Nine Counties of Southeast Kansas

Supply and Demand Summary for the Nine Counties of Southeast Kansas

Employment Opportunities Related to Vocational Education Programs: Labor Demand-Overall Projections

Significant Worker Surpluses by Area

Significant Worker Shortages by Area

Employment Outlook on Selected Occupations in Kansas

Kansas Employment Outlook 1985

Vocational Follow-up Form

Registration Form

Regional Placement Service Brochure

Script of Film Presentation: "Young People Interested in Employment in Southeast Kansas"

Letters and Survey Forms Used

"A Directory of 1978 Young People Interested in Employment in Southeast Kansas " (enclosed inside front cover)

This report is based on

AN OCCUPATIONAL DEMAND SURVEY OF THE VOCATIONAL LEVEL JOBS IN THE NINE COUNTIES OF SOUTHEAST KANSAS: 1976-1980

through a grant from the
Vocational Division
of the
Kansas State Department of Education

William Gary Ward, Ed.D
Project Director:
Research Design, and Analysis

AN OCCUPATIONAL DEMAND SURVEY OF THE VOCATIONAL LEVEL JOBS IN THE NINE COUNTIES OF SOUTHEAST KANSAS: 1976-80

GROSS NUMBER OF NEW ADDITIONS TO NUMBER ALREADY EMPLOYED

AGRICULTURAL OCCUPATIONS OE-01

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
GRAIN ELEVATORS-FEEDS		
521.885	Feed Mixer	1
	Grain Mixer	1
	Pellet-Mill Operator	2
520.886	Feed-Mixer Helper	1
521.130	Miller Foreman	1
521.885	Mill Operator	1
	Grain Processor	1
SOYBEAN OIL MILL		
521.885	Clarifier	1
CHEESE PRODUCTION		
529.886	Raw Cheese Man	1
HONEY PRODUCTION		
522.885	Honey Processor	2
MILK PROCESSING		
521.885	Dairy Processing Equipment Operator	1
POULTRY		
412.884	Farm Hand	1
525.887	Poultry Dresser Worker	19
MEAT PROCESSING		
223.684	Meat Clerk	7
POWER AND MACHINERY		
413.884	Farm Hand Livestock	9
624.281	Farm Equipment Mechanic	30
	Farm Equipment Mechanic Apprentice	11
ORNAMENTAL HORTICULTURE, LANDSCAPING AND NURSERY		
040.081	Ornamental Horticulturist	5
407.884	Grounds Keeper	5
SALES		
277.358	Salesman, Farm Equipment	13
	Farm Supplies	8

AGRICULTURAL OCCUPATIONS OE-01 (Continued)

OCCUPATIONAL TITLE AND D.O.T.	NUMBER
ANIMAL CARETAKER	
356.874 Veterinary-Hospital Attendant	4
419.884 Zoo Caretaker-Animal Caretaker	2
AGRICULTURAL CHEMICALS	
389.884 Exterminator	1

DISTRIBUTIVE EDUCATION OE-04

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
ADVERTISING SERVICES		
141.081	Advertising Lay-out Man	1
159.148	Radio Announcer	2
HOTEL AND LODGING		
187.118	Hotel Manager	5
	Motel Manager	3
GENERAL MERCHANDISE		
211.468	Cashier Courtesy Booth	7
	Cashier Wrapper	26
223.387	Receiving and Shipping	6
	Parts Clerk	8
	Stock Clerk	112
299.138	Department Manager	3
	Manager	1
299.468	Cashier Checker	100
922.887	Warehouseman	77
RECREATION AND TOURISM		
185.168	Concession Supervisor	1
342.858	Concession Attendant	2
912.368	Reservations Agent	7
	Transportation Agent	1
	Cargo Agent	1
919.368	Ticket Agent	8
SALES		
250.358	Salesman	8
	Salesman - Real Estate	43
258.358	Salesman - Printing	3
	Salesman - Advertising	3
262.358	Salesman - Food Products	3
265.358	Salesman - Paper and Paper Products	6
273.258	Salesman - Foundry and Machine Shop	1
276.258	Salesman - Textile	2
276.358	Salesman - Construction	3
280.358	Automobile Salesman	15
284.358	Sales Manager	7
286.358	Salesman - Sporting Equipment	7
289.358	Parts Salesman	7
	Salesman - Auto Parts	17
289.458	Salesperson General	216
292.358	Salesperson Driver	16
	Outside Salesman	15
	Salesman General	11
INSURANCE		
	Insurance Salesman	29
210.588	Insurance Clerk	5
241.168	Claim Adjuster	1

DISTRIBUTIVE EDUCATION OE-04

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
FINANCE AND CREDIT		
160.288	Chief Credit Analyst	3
162.158	Broker	2
	Purchasing Agent	68
168.288	Loan Officer	20
169.268	Loan Counselor	2
186.168	Securities Trader	1
	Manager Apartment House	2
	Bank Cashier	22
186.288	Loan Officer	8
189.118	Vice President, Bank	13
216.388	Bank Reconciliation Clerk	2
231.588	Trust Officer	2
249.268	Credit Clerk	2
249.388	Credit Clerk	3
	Loan Closer	4

HEALTH OCCUPATIONS OE-07

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
DENTAL		
712.781	Dental Assistant	7
MEDICAL LABORATORY AND TECHNOLOGY		
022.168	Laboratory Helper	1
029.181	Laboratory Tester	4
078.381	Medical Laboratory Assistant	3
	Medical Technologist	7
079.368	Medical Assistant	9
	Inhalation Therapist	10
223.587	Laboratory Helper	2
976.131	Laboratory Chief	2
RADIOLOGIC AND X-RAY		
070.108	Radiologist	2
078.168	Radiologic Technologist	7
079.368	X-Ray Clerk	2
979.885	X-Ray Developing Machine	1
NURSING		
075.378	Associate Degree Nurse	44
079.378	Practical Nurse	5
354.878	Practical Nurse	24
355.878	Nurse Aide	167
	Orderly	12
	Physical Therapy Attendant	4
	Emergency Entrance Attendant	2
	Ward Attendant	4
	Ward Supervisor	2
	Nourishment Worker	9
MEDICAL RECORDS		
249.388	Medical Records Clerk	7
MORTUARY SCIENCE		
338.381	Embalmer	5
	Embalmer Apprentice	3
359.878	Funeral Attendant	2
OPHTHALMIC		
711.381	Optician, Dispensing	2
	Lens Making	2
713.251	Optician, Dispensing	2
PHARMACEUTICAL PRODUCTION		
556.885	Moldman Machine	1
559.782	Pharmaceutical Operator, Senior	4
OTHERS		
079.128	Dietitian	9
379.868	Lifeguard	2

HOME ECONOMICS OE-09

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
CLOTHING PRODUCTION		
363.885	Cloth Pressers	1
781.884	Cloth Cutter	2
786.782	Sewing Machine Operator, Automatic and Regular	129
786.885	Sewing Machine Operator Special Equipment	19
INSTITUTIONAL SERVICES		
321.138	Housekeeper	46
361.885	Laundryman	8
361.887	Laundry Helper	4
	Laundry Laborer	13
369.884	Laundry Operator	1
689.887	Rug Cleaner	1
DRAPERY AND UPHOLSTERY		
780.381	Furniture Upholsterer	4
CLOTHING EXAMINER		
781.687	Fabric Inspector	1
TAILOR		
784.281	Alteration Tailor	5
SOFT DRINK PRODUCTION		
520.885	Blending Tanks Operator	5
BAKERY		
313.381	Pastry Cook	6
526.781	Ovenman	1
CANDY PRODUCTION		
520.885	Candy Maker Helper	1
FOOD AND DRINK		
310.868	Hostess Restaurant	2
311.138	Head Waiter	6
311.878	Bar Waitress	9
	Waitress Informal	61
	Waitress Take-out	53
312.878	Bartender	2
314.381	Cook Short Order	11
314.781	Cook Specialty	38
315.381	Cook	68
317.887	Cook Helper	40
	Kitchen Helper	23
526.885	Fry Cook	13

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
TRUCK DRIVERS		
900.883	Concrete Mixing Truck Driver	6
904.883	Tractor Trailer Truck Driver	56
905.883	Truck Driver-Heavy	66
906.883	Truck Driver-Light	43
919.883	Ton Truck Operator	1
	Deliveryman	26
STONE, BRICK AND CONCRETE		
861.381	Brick Layer	29
PHOTOGRAPHER		
143.062	Photo Portrait	1
976.887	Photograph Helper	1
PERSONAL SERVICES		
330.371	Barber	1
332.271	Cosmetologist	42
	Hair Stylist	2
BUTCHER		
525.381	Butcher/All Around	26
METAL		
504.782	Heat Treater	2
504.885	Charge Car Operator	1
512.782	Electric Furnace Operator	2
	Machine Molder	4
514.884	Pouring	6
518.381	Heavy Coremaker	3
	Heavy Molder	3
518.780	Heavy Core Assembly	3
518.884	Coresetter	3
	Jacket Shifter	15
579.782	Sand Tender	1
600.280	Machinist	21
	Structural Machinist	21
601.280	Tool Maker	24
601.281	Tool and Die	4
604.885	Lathe Operator	32
613.782	Finisher	4
638.281	Millwright	25
724.887	Die Caster	2
804.281	Sheet Metal Worker	14
921.280	Slinger	1
929.887	Ram-up	3
WATCH REPAIR		
715.281	Watch and Clock Repairman	6

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
POLICE AND FIRE SCIENCE		
372.868	Correction Officer	1
373.884	Fireman	29
375.138	Desk Officer	6
375.268	Patrolman	101
	Policewoman	1
	Detective	8
375.588	Parking Enforcement Officer	2
377.868	Deputy Sheriff	8
PLUMBING, AIR CONDITIONING, AND APPLIANCES		
637.281	Gas Appliance Serviceman	1
	Air Conditioning and Heating Equipment	20
826.381	Plumber	14
	Plumber Apprentice	1
827.281	Household Appliance Repairman	10
862.381	Steam Fitter	1
HEAVY EQUIPMENT OPERATOR		
850.883	Bulldozer Operator	3
851.883	Blade-Grader Operator	1
	Road Equipment Operator	40
859.883	Heavy Equipment Operator	16
921.883	Tractor Crane Operator	5
ELECTRICAL ELECTRONICS		
003.081	Equipment Engineer	1
	Line Construction Engineer	2
720.281	Television and Radio Repairman	9
729.884	Assembler, Electrical Accessories	49
824.281	Neon Sign Serviceman	1
	Electrician	15
824.781	Airport Electrician	1
828.281	Electronics Mechanic	5
829.281	Electrical Repairman	3
829.887	Electrician Helper	4
912.887	Lineman	16
MECHANICAL		
600.280	Maintenance Mechanic	53
620.281	Motorcycle Repairman .	11
	Automobile and Bus Mechanic	46
	Shop Mechanic	5
	Wheel Alignment Mechanic	10
621.281	Aircraft and Engine Mechanic	7
625.381	Diesel Engineer	15
626.281	Machine Repairman Maintenance	8

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
CARPENTRY		
860.131	Carpenter Foreman	2
860.281	Carpenter Inspector	3
860.381	Carpenter	11
860.781	Carpenter Rough	1
899.381	Maintenance Man, Building	21
WELDING		
810.782	Welder	26
812.884	Welder-Combination	62
819.187	Welder Helper	2
DRAFTING		
001.281	Draftsman	80
017.281	Draftsman	5
	Design Draftsman Electrical	1
PAINTING		
711.884	Spray Painter	4
840.781	Painter	13
DRY CLEANING		
362.782	Dry Cleaner	5
363.885	Presser	4
PRINTING		
208.885	Collator Operator Helper	2
209.688	Proofreader	1
221.168	Material Coordinator	1
222.387	Materials Receiving Clerk	1
649.487	Print Inspector	2
627.281	Press Maintenance Man	2
651.782	Printer	27
653.782	Folder Operator	2
653.885	Collating Machine Operator	3
699.782	Cutter Operator	3
929.887	Material Handler	2
	Material Bailer	1
971.381	Photoengraver	3
	Opaquer	2
	Photoengraver Finisher	1
972.381	Transferrer I	1
973.381	Compositor Apprentice	1
	Compositor I	3
	Job Printer	20
979.886	Print Shop Helper	5

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
AUTO BODY		
807.381	Automobile Body Repairman	6
AIRPLANE PILOT		
196.283	Airplane Pilot, Commercial	6
WOOD		
660.280	Cabinet Maker	1
769.887	Woodworking Shop (Hand)	2
INDUSTRIAL CHEMIST		
029.181	Industrial Laboratory Technician	4
551.885	Purification Operator Helper	3
559/995	Chemical Operator	3
OTHERS		
221.168	Material Coordinator	4
557.782	Extruder Operator	115
730.281	Musical Instrument Repairman	3

FOREMAN AND INSPECTOR

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
012.188	Production Planner	5
	Tool Planner	1
183.118	Production Superintendent	5
184.118	Operations Manager	12
299.138	Manager	16
504.281	Heat Treat Inspector	2
514.131	Inspector Chief	1
559.130	Process Foreman	1
570.130	Foreman, Clay Preparation	1
570.132	Milling Foreman Clay/Brick	1
601.281	Chief Gage Inspector	3
619.281	Inspector, Metal Fabrication	3
699.138	Production Foreman	71
710.130	Machine Group and Special Assembler Foreman	2
723.132	Foreman Fabrication Department	1
724.384	Winding Inspector and Tester	16
724.687	Components Inspector	2
727.687	Final Inspector	1
733.687	Inspector, Final Assembly	2
736.131	Manager Inspection and Quality Control	12
806.687	Final Inspector	1
809.130	Foreman Metal Fabrication	1
809.131	Structoral Steel Erector Foreman	1
822.131	Line Foreman, Phone	1
822.381	Lineman Repair	2
	Station Installer	7
891.138	Maintenance Foreman	1
909.138	Garbage Collection	1
915.134	Tire Service Foreman	1

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
504.380	Induction Machine Set-up Man	1
522.885	Pumpber	2
542.280	Stillman	7
542.782	Fireman	1
546.782	Controlman	5
549.887	Laborer, Petroleum Refinery	9
550.885	Brineman	1
	Mixer	1
	Mixing Machine Operator	2
	Powder Compounder	1
550.887	Make-up Man Helper	1
551.885	Screen Operator	2
552.782	By-Products Recovery Still Operator	1
	Still Operator Batch or Continuous	1
553.782	Drier Operator	2
554.782	Hose Maker Machine Operator	45
555.782	Roller Mill Operator, Paint Factory	3
558.782	Hydrogen Generator Operator	1
559.782	Nitrogen Operator	1
570.782	Clay Maker	1
	Millman	1
	Clay Dry Press Opeator	1
	Crusher Operator	1
570.885	Pug Mill Operator	1
571.885	Burner Man	5
573.782	Kiln Burner	2
573.884	Setter, clay/brick	1
573.885	Drying Machine Operator	1
573.886	Hacker	1
573.887	Kiln Worker	1
575.687	Brick and Tile Macking Machine Operator	1
575.884	Hand Molder	1
575.884	Concrete Pipe Making Machine Operator	1
601.280	Tool Machine Set-up Operator	22
604.885	Metal Fabricator Machine Operator	58
607.782	Machine Cutter Operator	4
614.782	Extruder Operator Lead	20
619.380	Metal Fabricator	34
619.886	Machine Feeder	2
638.281	Automatic Equipment Technicians	3
641.885	Box Lining Machine Feeder	3
652.682	Box Printer	2
665.782	Sawmill Worker	3
669.782	Woodworking Machine Operator	12
692.885	Braiding Machine Tender	101
706.381	Sub Assembler	10
706.781	Assembler	4
706.884	Plumbing-Hardware Assembler	5
721.281	Electric Motor Assembler Tester	109
721.384	Stator Winder	161

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
726.381	General Assembler	3
761.884	Binder and Box Builders	-4
780.884	Spring Assembler	1
804.886	Metal Fabrication Shop Helper	2
806.368	Utility Man, Line Assembly	1
806.781	Trailer Assembler	3
806.884	Mechanical Assembler	2
	Framer	101
	Installer	16
	Window Installer	2
	Side Panel Installer	1
807.281	Truck Body Builder	1
807.884	Assembler Deck and Hull	2
	Subassembler	1
809.381	Structural Steel Layout Man	2
	Fabricator Assembler Metal Products	24
821.381	Lineman Repairer	1
829.381	Equipment Installer, Phone	1
	Cable Splicer, Electric Company	1
930.130	Tool Pusher	1
930.782	Acidizer Rotary Driller	3
	Derrick Man Prospect Driller	4
930.883	Well Puller	3
930.884	Rotary Floorman, Roughneck	7

SERVICE AND CONSTRUCTION - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
184.168	Traffic Dispatcher	1
223.387	Tool Clerk	1
255.258	Traffic Agent	1
299.884	Drapery Hanger	3
379.368	Radio Dispatcher	6
382.884	Janitor	131
630.281	Gas Plant Repairman	5
823.781	Television Installations Man	2
843.884	Water Proofer Calker	19
844.885	Cement Gun Mixing Machine	1
	Cement Gun Operator	1
850.887	Laborer	4
862.381	Gas Main Fitter	1
863.884	Insulation Installer	1
910.137	Freight Loading Foreman	2
910.138	Station Agent I	3
912.488	Equipment Service Airport	1
915.867	Automobile Service Station Attendant	19
915.878	Self-Service Service Station Attendant	3
915.884	Tire Repairman	11
922.887	Lumber Handler	6
	Lumberyard Man	5
953.782	Gas Pumping Station Operator	1

LOW SKILLED

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
239.588	Meter Reader	2
509.886	Laborer General	7
529.886	Factory Helper	256
559.885	Laborer	22
579.887	Laborer General	23
705.887	Laborer	3
809.887	Manufacturing Helper	65
869.884	Construction Worker Laborer	22
910.887	Freight Car Cleaner	1
912.887	Laborer Airport Maintenance	2
914.887	Laborer, Petroleum Pipe Line	2
920.885	Packager, Machine Operator	3
	Packager, Machine	2
	Packager, Sealer	1
920.886	Packaging Laborer	12
969.884	Roustabouts	4

SHORT-LENGTH SKILL TRAINING

OCCUPATIONAL TITLE AND D.O.T.		NUMBER
299.381	Carpet Layer	10
	Drapery and Upholstery Measureman	4
	Carpet Measurer and Estimator	2
299.887	Carpet Layer Helper	3
700.381	Stone Setter	2
706.281	Solder	2
737.887	Explosive Operator	13
806.283	Test Driver	1
869.381	Sign Erector	1
970.381	Sign Painter	1

SUPPLY DATA
1978 ENROLLMENT IN VOCATIONAL COURSES
BY SCHOOLS

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #258 LOCATION: Humboldt

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	2	8
Health Occupations--Career Exploration	15	45	60
Consumer and Homemaking	4	10	14
Other Home Economics Occupations (Cluster)	3	30	33
Office Education	4		4
Accounting, Computing	6	10	16
Filing, Office Machines	3	7	10
Typing, Related Occupations	5	20	25
Carpentry	7	8	15
Welding	4	7	11

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: Allen County Community Junior College LOCATION: Iola

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Distributive Education		4	4
Office Education		10	10
Nursing Home Administration		1	1

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #257 LOCATION: Iola

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	51	57
Food Services	30	20	50
Care and Guidance of Children	24	10	34
Clothing Management, Production, Services	8	5	13
Office Education	4	1	5
Accounting, Computing	25	11	36
Filing, Office Machines	21	34	55
Stenographic, Secretarial, Related	3	1	4
Typing, Related Occupations	12	99	111
Plumbing, Pipefitting	6	51	57
Drafting Occupations	3	18	21
Welding	6	51	57
Other Woodworking Occupations	8	42	50
Building Trades (House construction)	18	3	21

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #256 LOCATION: Moran

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Industrial Mechanics	10		10
Carpentry	11	3	14
Metal Trades	3	10	13

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: Fort Scott Community College LOCATION: Fort Scott

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	2	24	26
Agriculture Mechanics	5		5
Distributive Education		15	15
Associate Degree Nurse	25		25
Practical Nurse	31		31
Office Education	15		15
Cosmetology	21		21

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #234

LOCATION: Fort Scott

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	12	44	52

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #235 LOCATION: Uniontown

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	2	8
Agricultural Supplies and Services		19	19
Agricultural Mechanics	5	2	7

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #508 LOCATION: Baxter Springs

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Apparel and Accessories	5	6	11
Food Services	1	25	26
Consumer and Homemaking	12	9	21
Care and Guidance of Children	3	22	25
Clothing Management, Production, Services	5	6	11
Home Furnishings Equipment, Services	1	27	28
Accounting, Computing	4	38	42
Stenographic, Secretarial, Related	6	7	13
Typing, Related Occupations	7	50	57
Cooperative Industrial Training	27	4	31

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: SEK Area Vocational-Technical LOCATION: Columbus

Program Title	Number Completing Course		
	Post-Secondary	Seniors	Total
Production Agriculture		7	7
Distributive Education		18	18
Food Services		16	16
Office Education	25	5	30
Auto Mechanics	4	5	9
Building Trades	8	4	12
Graphic Arts Occupations	12	4	16
Machine Shop	6	13	19

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #499 LOCATION: Galena

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Office Education	1		1
Carpentry	3		3

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #404 LOCATION: Riverton

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Stenographic, Secretarial, Related	9		9
Typing, Related Occupations	18		18
Auto Mechanics	2		2
Machine Shop	4		4

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #246 - Northeast LOCATION: Arma

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Home Living	17		17
Clothing, Advanced Home Economics		41	41
Foods		20	20
Office Education	3		3
Bookkeeping I and II	10	15	25
Filing, Office Machines	4	6	10
Typing, Related Occupations	6	44	50
Auto Mechanics	15		15
Furniture Construction	7		7
Drafting Occupations		27	27
Other Electronic Occupations	2		2
Welding		23	23
Woodworking I & II		41	41
World of Construction		2	22

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #247 - Southeast LOCATION: Cherokee

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	10		10
Consumer and Homemaking	10		10

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #249 LOCATION: Frontenac

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Homemaking I and Management		11	11
Accounting, Computing	15		15
Typing, Related Occupations		48	48
Drafting Occupations (General)		12	12
Other Woodworking Occupations (General Shop)	10	23	33
Combination Cooperative Vocational Education Programs (CVEEP)	9		9

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #248 LOCATION: Girard

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	16	59	75
Consumer and Homemaking	12	85	97
Carpentry	15	24	39
CCVEP	21	13	34

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #247 LOCATION: McCune

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6		6
Consumer and Homemaking	5		5

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #250 LOCATION: Pittsburg

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Distributive Education	12	17	29
Automotive	17	35	52
Food Services	8	67	75
Care and Guidance of Children	34		34
Clothing Management, Production, Services	8	54	62
Food Management Production, Services	8		8
Home Furnishings Equipment, Services	41		41
Office Education	17	27	44
Accounting	7	60	67
yping, Related Occupations	38	174	212
uto Mechanics		75	75
afting Occupations	16	78	94
phic Arts Occupations	7	112	119
perative Industrial Training	15		15

ENROLLMENT IN VOCATIONAL COURSES

U. S. D. #506
SCHOOL: Labette County Community High LOCATION: Altamont

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Vocational Agriculture	9	90	99
Automotive	12	16	28
Vocational Home Economics	24	112	136
Accounting, Computing	8	45	53
Filing, Office Machines	38		38
Stenographic, Secretarial, Related	7		7
Auto Body Repair	12	16	28
Auto Mechanics	11	16	27
Carpentry	8	11	19
Radio, Television Repair	2	15	17
Graphic Arts Occupations	6	32	38
Machine Shop	3	16	19
Welding	8	15	23

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #505 LOCATION: Chetopa

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Consumer and Homemaking	15	45	60
Care and Guidance of Children - Family Living	8		8
Clothing Management, Production, Services Tailoring	6		6
Accounting, Computing, Bookkeeping	5	12	17
Record Keeping		10	10
Stenographic, Secretarial, Related	3		3
Typing, Related Occupations		36	36
Drafting Occupations	5	6	11
Woodworking	15	45	60

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #504 LOCATION: Oswego

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Consumer and Homemaking	12		12
Care and Guidance of Children	12		12
Clothing Management, Production, Services	12		12
Other Home Economics Occupations (Cluster)	12		12
Office Education	10		10
Accounting, Computing	5		5
Filing, Office Machines	5		5
Typing, Related Occupations	22		22
Carpentry	12		12
Drafting Occupations	10		10
World of Work - Research	8		8
Career Education - Exploration		20	20

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: Labette Community Junior College LOCATION: Parsons

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Associate Degree Nurse	28		28
Filing, Office Machines	2		2
Stenographic, Secretarial, Related	2		2
Cooperative Industrial Training	35		35

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #503 LOCATION: Parsons

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Care and Guidance of Children	10	4	14
Clothing Management, Production, Services	9	6	15
Home Furnishings Equipment, Services	10	8	18
Home Health Aide	7	4	11
Vocational Home Economics 1 and 2	8	43	51
Office Education	10		10
Accounting, Computing	10	17	27
Filing, Office Machines	8	22	30
Stenographic, Secretarial, Related	4	24	28
Typing, Related Occupations	2	52	54
Auto Mechanics	18	54	72
Drafting Occupations	4	56	60
Graphic Arts Occupations	18	66	84
Other Woodworking Occupations - General Shop	8	42	50
Cooperative Industrial Training	18		18
Exploratory Industrial Education		77	77

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #436 LOCATION: Caney

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	51	57
Consumer and Homemaking	42		42
Other Home Economics Occupations (Cluster)	2	80	82
Office Education	11		11
Accounting, Computing	5		5
Stenographic, Secretarial, Related	1	11	12
Typing, Related Occupations		87	87
Auto Mechanics	1	1	2
Carpentry		1	1
Machine Shop		1	1
Welding		1	1
Small Engine Repair	4	9	13
Other Woodworking Occupations		26	26
Combination Cooperative Vocational Education Programs	13	11	24

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #447 LOCATION: Cherryvale

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	12	40	52
Agricultural Mechanics	10	20	30
Ornamental Horticulture	5	6	11
Apparel and Accessories	7	9	16
Consumer and Homemaking	8	21	29
Clothing Management, Production, Services	8	21	29
Other Home Economics Occupations (Cluster)	11	26	37
Welding	8	19	27
Small Engine Repair	8	19	27

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: SEK Area Vocational-Technical LOCATION: Coffeyville

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	9		9
Auto Mechanics	27		27
Carpentry	11		11
Drafting Occupations	15		15
Machine Shop	24		24
Welding	14		14
Cooperative Industrial Training	25		25
Farm and Ranch Management	10		10

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #445, Field Kindley High LOCATION: Coffeyville

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	8		8
Office Education	19		19
Auto Mechanics	18		18
Carpentry	9		9
Drafting Occupations	7		7
Machine Shop	16		16
Welding	2		2
Cooperative Industrial Training	18		18

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: Independence Bible College High LOCATION: Independence

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Automotive	1	4	5
Metal Trades		3	3
General Home Economics I		4	4
General Home Economics II		3	3
Family Living		2	2
Advanced Clothing	2	1	3
Tailoring	4	1	5

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #446 LOCATION: Independence

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Automotive	4		4
Consumer and Homemaking	7	15	22
Care and Guidance of Children	23	17	40
Home Furnishings Equipment, Services	10	8	18
Carpentry	1		1
Machine Shop	3		3
Welding	2		2

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: Neosho County Community Junior College LOCATION: Chanute

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Distributive Education		6	6
Practical Nurse		48	48
Office Education		18	18
Carpentry		4	4
Plumbing, Pipefitting		3	3

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #413 LOCATION: Chanute

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Care and Guidance of Children (Child Development)	10	3	13
Clothing Management, Production, Services	20	25	45
Food Management Production, Services	20	25	45
Accounting, Computing	15	15	30
Data Processing	12	7	19
Filing, Office Machines	12	8	20
Stenographic, Secretarial, Related	15	9	24
Typing, Related Occupations	20	10	30
Drafting Occupations	15	60	75
Graphic Arts Occupations	15	35	50
Machine Shop	12	19	31
Welding	4	4	8
Other Woodworking Occupations	8	5	13
Cooperative Industrial Training	24		24

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #101 LOCATION: Erie

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	12	36	48
Agricultural Mechanics	12	18	30
Consumer and Homemaking	9	20	29
Accounting, Computing	12	40	52
Filing, Office Machines	12		12
Stenographic, Secretarial, Related	12		12
Typing, Related Occupations	20	46	66
Welding	6	7	13
Millwork, Cabinetmaking	11	40	51

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #101 LOCATION: St. Paul

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	7	31	38
Agricultural Mechanics	7	20	27
Consumer and Homemaking	12	30	42
Accounting, Computing	6		6
Filing, Office Machines	7		7
Typing, Related Occupations	12	28	40
Welding	6	12	18
Millwork, Cabinetmaking	8	20	28

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #101 LOCATION: Thayer

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Consumer and Homemaking	8	14	22
Accounting, Computing	12	12	24
Filing, Office Machines	8	20	28
Typing, Related Occupations	7	17	24
Welding	6	12	18
Millwork, Cabinetmaking	9	13	22

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #387 - Altoona-Midway LOCATION: Buffalo

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture		19	19
Agricultural Mechanics		16	16
Care and Guidance of Children		26	26
Clothing Management, Production, Services	2	26	28
Food Management Production, Services	2	26	28
Drafting Occupations (Industrial Arts)	2	17	19
Welding	4	9	13
Other Woodworking Occupations (Industrial Arts)	7	41	48

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #461 LOCATION: Neodesha

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	16	22
Agricultural Supplies and Services	3	7	10
Agricultural Mechanics	6	9	15
Advertising Services	5	8	13
Apparel and Accessories	15	5	20
Finance, Credit	5	26	31
Food Distribution	15	63	78
Food Services	15	63	78
General Merchandise	5	34	39
Hardware, Building Material, Farm and Garden Supplies, Equipment	8	15	23
Health Occupations--Career Exploration	5	75	80
Consumer and Homemaking	4		4
Care and Guidance of Children	9		9
Clothing Management, Production, Services	17	20	37
Home Furnishings Equipment, Services	5	15	20
Home Health Aide	9	2	11
Office Education	3		3
Accounting, Computing	14		14
Filing, Office Machines	8		8
Information, Communications Occupations	10	45	55
Personnel, Training, Related	3		3

Continued on next page

ENROLLMENT IN VOCATIONAL COURSES - Continued

SCHOOL: U. S. D. #461 LOCATION: Neodesha

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Stenographic, Secretarial, Related	8		8
Typing, Related Occupations	10	71	81
Engineering Related Technology	6		6
Industrial Mechanics	3	3	6
Commercial Art Occupations		3	3
Carpentry	3	30	33
Drafting Occupations	6	17	23
Graphic Arts Occupations	3	5	8
Metal Trades	3	3	6
Welding	5	15	20
Plastics Occupations	5	10	15
Small Engine Repair	4	6	10
Millwork, Cabinetmaking	3		3
Other Woodworking Occupations	5	40	45
Cooperative Industrial Training	3		3

ENROLLMENT IN VOCATIONAL COURSES

SCHOOL: U. S. D. #366 LOCATION: Yates Center

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	41	47
Agricultural Supplies and Services	6	41	47
Agricultural Mechanics, Welding, Engine Repair	6	41	47
Office Education, Filing, Office Machines	8		8
Other Business Data Processing	7		7
Stenographic, Secretarial, Related	4		4
Typing, Related Occupations	1	42	43
Carpentry (World of Construction)		15	15

SUPPLY DATA
ENROLLMENT IN VOCATIONAL COURSES
BY COUNTIES

ALLEN COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	12	53	65
Distributive Education		4	4
Food Services	30	20	50
Health Occupations--Career Exploration	15	45	60
Consumer and Homemaking	4	10	14
Care and Guidance of Children	24	10	34
Clothing Management, Production, Services	8	5	13
Other Home Economics Occupations (Cluster)	3	30	33
Office Education	8	11	19
Accounting, Computing	31	21	52
Filing, Office Machines	24	41	65
Stenographic, Secretarial, Related	3	1	4
Typing, Related Occupations	17	119	136
Industrial Mechanics	10		10
Carpentry	18	11	29
Plumbing, Pipefitting	6	51	57
Drafting Occupations	3	18	21
Metal Trades	3	10	13
Welding	10	58	68
Other Woodworking Occupations	8	42	50
Nursing Home Administration		1	1
Building Trades (House construction)	18	3	21

BOURBON COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	20	70	90
Agricultural Supplies and Services		19	19
Agricultural Mechanics	10		10
Distributive Education		15	15
Associate Degree Nurse	25		25
Practical Nurse	31		31
Office Education	15		15
Cosmetology	21		21

CHEROKEE COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	7		7
Distributive Education	18		18
Apparel and Accessories	5	6	11
Food Services	17	25	42
Consumer and Homemaking	12	9	21
Care and Guidance of Children	3	22	25
Clothing Management, Production, Services	5	6	11
Home Furnishings Equipment, Services	1	27	28
Office Education	31		31
Accounting, Computing	4	38	42
Stenographic, Secretarial, Related	15	7	22
Typing, Related Occupations	25	50	75
Auto Mechanics	6	5	11
Carpentry	3		3
Building Trades	12		12
Graphic Arts Occupations	16		16
Machine Shop	23		23
Cooperative Industrial Training	27	4	31

CRAWFORD COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	32	59	91
Distributive Education	12	17	29
Automotive	17	35	52
Food Services	8	67	75
Consumer and Homemaking	27	96	123
Care and Guidance of Children	34		34
Clothing Management, Production, Services	8	95	103
Home Living	17		17
Food Management Production, Services	8	20	28
Home Furnishings Equipment, Services	41		41
Office Education	20	27	47
Accounting, Computing, Bookkeeping	32	75	107
Filing, Office Machines	4	6	10
Typing, Related Occupations	44	266	310
Auto Mechanics	15	75	90
Carpentry	15	24	39
Furniture Construction	7		7
Drafting Occupations	16	117	133
Other Electronic Occupations	2		2
Graphic Arts Occupations	7	112	119
Welding		23	23
Other Woodworking Occupations	10	64	74
Cooperative Industrial Training	15		15
Combination Cooperative Vocational Education Programs	30	13	43
Exploratory Industrial Education (World of Construction)		22	22

LABETTE COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program	Number Completing Course		
	Graduates	Under-graduates	Total
Agriculture	9	90	99
Automotive	12	16	28
Associate Degree Nurse	28		28
Consumer and Homemaking	27	45	72
Care and Guidance of Children	30	4	34
Clothing Management, Production, Services	27	6	33
Home Economics	32	155	187
Home Furnishings Equipment, Services	10	8	18
Home Health Aide	7	4	11
Other Home Economics Occupations (Cluster)	12		12
Office Education	20		20
Accounting, Computing	28	74	102
Record Keeping		10	10
Filing, Office Machines	53	22	75
Stenographic, Secretarial, Related	16	24	40
Typing, Related Occupations	24	88	112
Auto Body Repair	12	16	28
Auto Mechanics	29	70	99
Carpentry	20	11	31

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LABETTE COUNTY

ENROLLMENT IN VOCATIONAL COURSES - Continued

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Drafting Occupations	19	62	81
Radio, Television Repair	2	15	17
Graphic Arts Occupations	24	98	122
Machine Shop	3	16	19
Welding	8	15	23
Woodworking	23	87	110
Cooperative Industrial Training	53		53
Exploratory Industrial Education		77	77
World of Work - Research	8		8
Career Education - Exploration		20	20

MONTGOMERY COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	35	91	126
Agricultural Mechanics	10	20	30
Ornamental Horticulture	5	6	11
Apparel and Accessories	7	9	16
Automotive	1	4	5
Consumer and Homemaking	57	36	93
Clothing Management, Production, Services	8	21	29
General Home Economics I		4	4
General Home Economics II		3	3
Family Living		2	2
Advanced Clothing	2	1	3
Tailoring	4	1	5
Other Home Economics Occupations (Cluster)	13	106	119
Office Education	11		11
Accounting, Computing	5		5
Stenographic, Secretarial, Related	1	11	12
Typing, Related Occupations		87	87
Auto Mechanics	46	1	47
Carpentry	21	1	22
Drafting Occupations	22		22
Machine Shop	43	1	44

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MONTGOMERY COUNTY

ENROLLMENT IN VOCATIONAL COURSES - Continued

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Metal Trades		3	3
Welding	44	20	64
Small Engine Repair	12	28	40
Other Woodworking Occupations		26	26
Cooperative Industrial Training	43		43
Combination Cooperative Vocational Education Programs	13	11	24
Farm and Ranch Management	10		10

NEOSHO COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	19	67	86
Agricultural Mechanics	19	38	57
Distributive Education		6	6
Practical Nurse		48	48
Consumer and Homemaking	29	64	93
Care and Guidance of Children	10	3	13
Clothing Management, Production, Services	20	25	45
Food Management Production, Services	20	25	45
Office Education		18	18
Accounting, Computing	45	67	112
Data Processing	12	7	19
Filing, Office Machines	39	28	67
Stenographic, Secretarial, Related	27	9	36
Typing, Related Occupations	59	101	160
Carpentry		4	4
Plumbing, Pipefitting		3	3
Drafting Occupations	15	60	75
Graphic Arts Occupations	15	35	50
Machine Shop	12	19	31
Welding	22	35	57
Millwork, Cabinetmaking	28	73	101
Other Woodworking Occupations	8	5	13
Cooperative Industrial Training	24		24

WILSON COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	35	41
Agricultural Supplies and Services	3	7	10
Agricultural Mechanics	6	25	31
Advertising Services	5	8	13
Apparel and Accessories	15	5	20
Finance, Credit	5	26	31
Food Distribution	15	63	78
Food Services	15	63	78
General Merchandise	5	34	39
Hardware, Building Material, Farm and Garden Supplies, Equipment	8	15	23
Health Occupations--Career Exploration	5	75	80
Consumer and Homemaking	4		4
Care and Guidance of Children	9	26	35
Clothing Management, Production, Services	19	46	65
Food Management Production, Services	2	26	28
Home Furnishings Equipment, Services	5	15	20
Home Health Aide	9	2	11
Office Education	3		3
Accounting, Computing	14		14
Filing, Office Machines	8		8
Information, Communications Occupations	10	45	55

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WILSON COUNTY

ENROLLMENT IN VOCATIONAL COURSES - Continued

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Personnel, Training, Related	3		3
Stenographic, Secretarial, Related	8		8
Typing, Related Occupations	10	71	81
Engineering Related Technology	6		6
Industrial Mechanics	3	3	6
Commercial Art Occupations		3	3
Carpentry	3	30	33
Drafting Occupations	8	34	42
Graphic Arts Occupations	3	5	8
Metal Trades	3	3	6
Welding	9	24	33
Plastics Occupations	5	10	15
Small Engine Repair	4	6	10
Millwork, Cabinetmaking	3		3
Other Woodworking Occupations	12	81	93
Cooperative Industrial Training	3		3

WOODSON COUNTY

ENROLLMENT IN VOCATIONAL COURSES

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	6	41	47
Agricultural Supplies and Services	6	41	47
Agricultural Mechanics, Welding, Engine Repair	6	41	47
Office Education, Filing, Office Machines	8		8
Other Business Data Processing	7		7
Stenographic, Secretarial, Related	4		4
Typing, Related Occupations	1	42	43
Carpentry (World of Construction)		15	15

TOTAL ENROLLMENT IN VOCATIONAL COURSES IN THE NINE COUNTIES OF SOUTHEAST KANSAS

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture	146	506	652
Agricultural Supplies and Services	3	26	29
Agricultural Mechanics	51	124	175
Ornamental Horticulture	5	6	11
Farm and Ranch Management	10		10
Distributive Education	30	42	72
Advertising Service	5	8	13
Apparel and Accessories	27	20	47
Automotive	30	55	85
Finance, Credit	5	26	31
Food Distribution	15	63	78
Food Services	70	175	245
General Merchandise	5	34	39
Hardware, Building Material, Farm and Garden Supplies, Equipment	8	15	23
Health Occupations--Career Exploration	20	120	140
Associate Degree Nurse	53		53
Practical Nurse	31	48	79
Nursing Home Administraton		1	1
Consumer and Homemaking	160	260	420
Home Economics	32	162	194
Home and Family Living	17	2	19
Advanced Clothing	2	1	3
Tailoring	4	1	5
Care and Guidance of Children	110	65	175
Clothing Management, Production, Services	95	204	299
Food Management Production, Services	30	71	101

TOTAL ENROLLMENT IN VOCATIONAL COURSES
IN THE NINE COUNTIES OF SOUTHEAST KANSAS

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Home Furnishings Equipment, Services	57	50	107
Home Health Aide	16	6	22
Other Home Economics Occupations (Cluster)	28	136	164
Office Education	116	56	172
Accounting, Computing	159	275	434
Data Processing	12	7	19
Record Keeping		10	10
Other Business Data Processing	7		7
Filing, Office Machines	128	97	225
Information, Communications Occupations	10	45	55
Personnel, Training, Related	3		3
Stenographic, Secretarial, Related	74	52	126
Typing, Related Occupations	180	824	1004
Engineering Related Technology	6		6
Auto Body Repair	12	16	28
Auto Mechanics	96	151	247
Industrial Mechanics	13	3	16
Commercial Art Occupations		3	3
Carpentry	80	96	176
Building Trades (House Construction)	30	3	33
Furniture Construction	7		7
Plumbing, Pipefitting	6	54	60
Drafting Occupations	83	291	374
Radio, Television Repair	2	15	17
Other Electronic Occupations	2		2
Graphic Arts Occupations	65	250	315
Machine Shop	81	36	117

TOTAL ENROLLMENT IN VOCATIONAL COURSES IN THE NINE COUNTIES OF SOUTHEAST KANSAS

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Metal Trades	6	16	22
Welding	93	175	268
Cosmetology	21		21
Plastics Occupations	5	10	15
Small Engine Repair	16	34	50
Millwork, Cabinetmaking	31	73	104
Other Woodworking Occupations	61	305	366
Cooperative Industrial Training	165	4	169
Combination Cooperative Vocational Education Programs	43	24	67
Exploratory Industrial Education		99	99
World of Work - Research	8		8
Career Education - Exploration		20	20

SUPPLY AND DEMAND SUMMARY
FOR THE
NINE COUNTIES OF SOUTHEAST KANSAS

Occupational Category	Total Number of Students Trained in Vocational Classes	Number of Vocationally Trained People Graduating in 1978	Demand Summary from Dr. Ward's Survey
Agricultural Occupations	877	215	128
Distributive Education	633	195	943
Health Occupations	273	104	369
Home Economics	1509	551	573
Office Education	2055	689	
Technical; Trade and Industrial	2581	924	1499
Foreman and Inspector			174
Industrial and Assembly Line - Repetitive Task Occupations			838
Service and Construction - Repetitive Task Occupations			228
Low Skilled			427
Short-Length Skill Training			39
World of Work - Research	8	8	
Career Education - Exploration	20		
Totals	7951	2686	5218
Total Number of Students Trained in Vocational Classes			7951
Total Demand from Dr. Ward's Survey			5218
Surplus Trained			2733

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND - OVERALL PROJECTIONS

U. S. Department of Labor
Manpower Administration
March 1, 1978

Occupational Titles	Current Employment	PROJECTED REQUIREMENTS					
		1 Year Hence			5 Years Hence		
		Net Expansion Needs	Replacement Needs	Total Needs	Net Expansion Needs	Replacement Needs	Total Needs
Total	761,625	19,525	33,560	52,185	97,625	166,300	263,925
Prof., Tech., & Managerial Occ.	136,775	3,520	4,850	8,370	17,600	24,250	41,850
Agri., Biol., Tech. ex. Health	650	10	15	25	50	75	125
Drafter	3,675	185	65	250	925	325	1,250
Elec. Electronic Tech.	1,450	90	10	100	450	50	500
Ind. Engineering Tech.	450	40	10	50	200	50	250
Surveyor	725	15	10	25	75	50	125
Computer Programmer	1,750	95	30	125	475	150	625
Chemical Tech.	625	0	10	10	50	50	100
Eng., Science Tech.	2,650	135	65	200	675	325	1,000
Therapist	2,025	120	105	225	600	525	1,125
Clinical Lab. Technicians	1,900	65	110	175	325	550	875
Radiologic Techn & Techs.	950	35	65	100	175	325	500
Dental Hygienist	375	40	35	75	200	175	375
Therapy Assistant	100	5	5	10	25	25	50
Dental Assistant	1,575	65	110	175	325	550	875
Lic. Practical Nurse	5,100	300	400	700	1,500	2,000	3,000
Teacher Aid exc. Monitor	1,525	100	75	175	500	375	875
Designer	925	40	35	75	200	175	375
Photographer	1,025	25	25	50	125	125	250
Accountant	10,075	235	265	600	1,175	1,825	3,000
Recreation Worker	875	35	40	75	175	200	375

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND - OVERALL PROJECTIONS

Occupational Titles	Current Employment	PROJECTED REQUIREMENTS					
		1 Year Hence			5 Years Hence		
		Net Expansion Needs	Replacement Needs	Total Needs	Net Expansion Needs	Replacement Needs	Total Needs
Purch. Agents, Buyers	2,100	95	55	150	475	275	750
Buyers, Shippers	3,700	75	75	150	375	375	750
Credit Manager	875	25	25	50	125	125	250
Sales Manager	8,350	225	200	425	1,125	1,000	2,125
Office Manager	4,450	155	170	325	775	850	1,625
Restaurant, Bar Mgrs.	6,675	35	265	300	175	1,325	1,500
Other Managers, Admin.	72,200	1,275	2,475	3,750	6,375	12,375	18,750
Clerical & Sales Occupations	206,875	5,875	11,525	17,400	29,375	57,625	87,000
Secretaries	35,725	1,530	2,495	4,025	7,650	12,475	20,125
Stenographers	1,125	-20	70	50	-100	350	250
Typists	10,925	335	815	1,150	1,675	4,075	5,750
File Clerks	2,625	50	175	225	250	875	1,125
Bookkeepers	22,150	315	1,260	1,575	1,575	6,300	7,875
Cashiers	12,850	190	810	1,000	950	4,050	5,000
Bank Tellers	3,150	55	195	250	275	975	1,250
Computer, Peripheral Operators	2,475	90	60	150	450	300	750
Key Punch Operator	2,700	40	85	125	200	425	625
Bookkeeper, Billing Operators	600	0	50	50	0	250	250
Other Office Machine Operators	650	10	40	50	50	200	250
Payroll, Timekeeping Clerks	1,650	45	80	125	225	400	625
Billing, Statistical Clerks	4,200	160	340	500	800	1,700	2,500
Counter Clerks, Exc Food	3,950	95	280	375	475	1,400	1,875
Shipping, Receiving Clerks	3,950	160	115	275	800	575	1,375
Stock Clerks, Handlers	6,000	170	205	375	850	1,025	1,875
Mail Handlers, Exc. P. O.	1,800	45	80	125	225	400	625
Telephone Operators	4.250	120	305	425	600	1,525	2,125

EMPLOYMENT OPPORTUNITIES RELATED TC VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND - OVERALL PROJECTIONS

Occupational Titles	Current Employment	PROJECTED REQUIREMENTS					
		1 Year Hence			5 Years Hence		
		Net Expansion Needs	Replacement Needs	Total Needs	Net Expansion Needs	Replacement Needs	Total Needs
Receptionist	5,675	195	430	625	975	2,150	3,125
Library Atten., Assts.	1,250	30	95	125	150	475	625
Health Record Technicians	425	25	25	50	125	125	250
Real Estate Agts. Brokers	3,950	20	205	225	100	1,025	1,125
Sales & Sales Workers	47,600	805	2,070	2,875	4,025	10,350	14,375
Misc. Clerical Workers	18,225	1,155	1,070	2,225	5,775	5,350	11,125
Delivery & Route Workers	8,975	255	170	425	1,275	850	2,125
Service Occupations	118,400	2,420	7,055	9,475	12,100	35,275	47,375
Childcare Workers	10,625	-70	845	775	-350	4,225	3,875
Waiters/Waitress	14,725	190	985	1,175	950	4,925	5,875
Bartenders	1,575	20	55	75	100	275	375
Cooks, Exc. Private	14,700	300	850	1,150	1,500	4,250	5,750
Bakers	1,400	0	75	75	0	375	375
Meat Cutters, Butchers Mfg.	2,025	-15	65	50	-75	325	250
Food Workers, Exc. Private	5,325	85	365	450	425	1,825	2,250
Housekeepers, Exc. Private	975	10	65	75	50	325	375
Barbers	2,450	-10	110	100	-50	550	500
Hairdresser, Cosmetologist	7,425	60	565	625	300	2,825	3,125
Nurses Aid, Orderlies	17,000	740	1,210	1,950	3,700	6,050	9,750
Health Aids, Exc. Nursing	2,500	110	165	275	550	825	1,375
Laundry, Dry Cleaning Operators	2,600	80	170	250	400	850	1,250
Clothing Ironers, Pressers	1,125	-10	60	50	-50	300	250
Guards	3,225	20	155	175	100	775	875
Firefighters	2,400	75	25	100	375	125	500
Police and Detectives	3,900	150	75	225	750	375	1,125
Janitors, Bldg. Int. Cleaners	24,425	685	1,215	1,900	3,425	6,075	9,500

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND - OVERALL PROJECTIONS

Occupational Titles	Current Employment	PROJECTED REQUIREMENTS					
		1 Year Hence			5 Years Hence		
		Net Expansion Needs	Replacement Needs	Total Needs	Net Expansion Needs	Replacement Needs	Total Needs
Farm, Fish., For., & Rel	76,400	0	4,150	4,150	0	20,750	20,750
Farmers (Owners & Tenants	69,500	-160	3,835	3,675	-800	19,175	18,375
Gard., Gd. Kpr., Ex. Farm	5,800	95	255	350	475	1,275	1,750
Farm Managers	1,100	65	60	125	325	300	625
Processing Occupations	1,550	55	45	100	275	225	500
Molders, metal & appr.	650	35	15	50	175	75	250
Mixing Operatives	900	20	30	50	100	150	250
Machine Trades Occupations	54,050	1,980	1,195	3,175	9,900	5,975	15,875
Machinists	5,325	210	115	325	1,050	575	1,625
Tool & Diemakers	2,775	260	65	325	1,300	325	1,625
Grinding Machine Operators	900	30	20	50	150	100	250
Lathe, Milling Machine Oprs.	1,575	50	25	75	250	125	375
Punch Stamping Press Oprs.	1,175	45	30	75	225	150	375
Misc. Mach. Operatives	13,375	440	360	800	2,200	1,800	4,000
Auto Mechanics	11,125	210	190	400	1,050	950	2,000
Heavy Equip. Macn., & Diesel	7,000	210	165	375	1,050	825	1,875
Aircraft Mechanic	4,225	350	75	425	1,750	375	2,125
Air Cond., Htg. Mech.	2,175	80	45	125	400	225	625
Farm Equip. Mech.	1,600	50	50	100	250	250	500
Printing, Press Oprs. & appr.	1,900	45	30	75	225	150	375
Cabinetmakers	900	0	25	25	0	125	125
Bench Work Occupations	33,250	1,660	1,450	3,110	8,300	7,250	15,550
Assemblers	14,425	875	475	1,350	4,375	2,375	6,750

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND - OVERALL PROJECTIONS

Occupational Titles	Current Employment	PROJECTED REQUIREMENTS					
		1 Year Hence			5 Years Hence		
		Net Expansion Needs	Replacement Needs	Total Needs	Net Expansion Needs	Replacement Needs	Total Needs
Opthalmic Lab. Tech.	450	25	25	50	125	125	250
Dental Lab. Tech.	425	0	10	10	0	50	50
Radio, TV Repairers	1,800	75	50	125	375	250	625
Painters, Mfg. Articles	2,075	40	35	75	200	175	375
Upholsterers	1,075	100	250	350	500	1,250	1,750
Cutting Operatives	1,600	60	40	100	300	200	500
Dressmakers, exc. factory	1,475	-5	130	125	-25	650	625
Sewers & Stitchers	3,400	70	205	275	350	1,025	1,375
Checkers, Examiners, etc. mfg.	6,525	420	230	650	2,100	1,150	3,250
Structural Work Occupations	78,075	2,360	1,650	4,010	11,800	8,250	20,050
Structural Metal Craft Workers	950	10	15	25	50	75	125
Sheetmetal Workers & Appren.	7,150	495	130	625	2,475	650	3,125
Auto Body Repairers	2 225	-5	30	25	-25	150	125
Welders, Flamecutters	11,125	500	210	800	2,950	1,050	4,000
Telephone Installers, Repr.	3,950	245	55	300	1,225	275	1,500
Electricians	5,450	175	100	275	875	500	1,375
Household Appliance Mech.	1,750	30	45	75	150	225	375
Painters & Appr.	5,150	85	140	225	425	700	1,125
Drywall Installers, Lather	875	0	10	10	0	50	50
Cement & Concrete Finishers	1,050	20	30	50	100	150	250
Bulldozer Operators	1,850	65	35	100	325	175	500
Excavating Grader Oprs.	5,150	190	135	325	950	675	1,625
Crane, Derrick & Hoist Oprs.	1,500	35	50	75	175	200	375
Carpenters	12,700	150	325	475	750	1,625	2,375
Brickmasons & Stonemasons	1,425	25	25	50	125	125	250
Plumbers & Pipefitters	4,300	125	100	225	625	500	1,125

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND - OVERALL PROJECTIONS

Occupational Titles	Current Employment	PROJECTED REQUIREMENTS					
		1 Year Hence			5 Years Hence		
		Net Expansion Needs	Replacement Needs	Total Needs	Net Expansion Needs	Replacement Needs	Total Needs
Roofers & Slaters	1,025	10	15	25	50	75	125
Constr., Laborers exc. Carpenter Helper	10,450	115	210	325	575	1,050	1,625
Misc. Occupations	56,250	1,655	1,340	2,995	8,275	6,700	14,975
Truck Drivers	23,300	1,225	450	1,675	6,125	2,250	8,375
Freight, Materials Handlers	8,350	170	130	300	850	650	1,500
Bus Drivers	2,700	35	115	150	175	575	750
Garage Workers, Gas Sta. Attn.	6,025	-60	85	25	-300	425	125
Packers & Wrappers	5,725	130	270	400	650	1,350	2,000
Fork Lift, Tow Mtr. Opr.	2,950	110	40	150	550	200	750
Stationary Engineers	3,725	-70	120	50	-100	600	500
Furnace Tenders, Smltrs Prs.	325	15	5	20	75	25	100
Photographic Process Workers	1,000	50	50	100	250	250	500
Compositors & Typesetters	1,650	-5	55	50	-25	275	250
Bookbinders	500	5	20	25	25	100	125

U. S. DEPARTMENT OF LABOR
BUREAU OF LABOR STATISTICS
Monthly Report on Labor Force and Unemployment
March 30, 1978

COUNTY	YEAR/MONTH	CIVILIAN LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT NUMBER	UNEMPLOYMENT RATE
Allen	1978-January	7,506	7,108	398	5.3
	1978-February	8,301	7,880	421	5.1
Bourbon	1978-January	7,275	6,996	279	3.8
	1978-February	7,869	7,569	300	3.8
Cherokee	1978-January	9,425	8,896	529	5.6
	1978-February	9,409	8,954	455	4.8
Crawford	1978-January	16,420	15,486	934	5.7
	1978-February	16,798	15,854	944	5.6
Labette	1978-January	9,182	8,635	547	6.0
	1978-February	9,335	8,753	582	6.2
Montgomery	1978-January	20,477	19,783	694	3.4
	1978-February	20,575	19,952	623	3.0
Neosho	1978-January	8,519	8,245	274	3.2
	1978-February	8,604	8,313	291	3.4
Wilson	1978-January	4,996	4,823	173	3.5
	1978-February	5,315	5,123	192	3.6
Woodson	1978-January	1,789	1,706	83	4.6
	1978-February	2,070	1,973	97	4.7

SIGNIFICANT WORKER SURPLUSES BY AREA

by
Job Service Center

COFFEYVILLE
Miscellaneous Construction Occupations, N.E.C.

FORT SCOTT
Tinsmiths, Coppersmiths, and Sheet Metal Workers

INDEPENDENCE
Metal Unit Assemblers and Adjusters, N.E.C.

IOLA
Metal Unit Assemblers and Adjusters, N.E.C.--Miscellaneous Construction Occupations, N.E.C.--Miscellaneous Work

PARSONS
Stenography, Typing, Filing, and Related Occupations, N.E.C. --Computing and Account-Recording Occupations, N.E.C.--Services--Waiters/Waitresses, and Related Food Serving Occupations--Attendants, Hospitals, Morgues, and Related Health Services--Metal Unit Assemblers and Adjusters, N.E.C. --Miscellaneous Construction Occupations, N.E.C.--Miscellaneous Work--Truck Drivers, Heavy

PITTSBURG
Secretaries--Stenography, Typing, Filing, and Related Occupations, N.E.C.--Computing and Account-Recording Occupations, N.E.C.--Sales Associates and Salespersons, Commodities, N.E.C.--Waiters/Waitresses, and Related Food Serving Occupations--Attendants, Hospitals, Morgues, and Related Health Services--Motorized Vehicle and Engineering Equipment Mechanics and Repairers--Metal Unit Assemblers and Adjusters, N.E.C.--Carpenters and Related Occupations--Miscellaneous Construction Occupations, N.E.C. --Miscellaneous Work--Truck Drivers, Heavy--Packaging and Materials Handling Occupations, N.E.C.

SIGNIFICANT WORKER SHORTAGES BY AREA

by
Job Service Center

CHANUTE
Electrical Engineering Occupations--Industrial Engineering Occupations--Motorized Vehicle and Engineering Equipment Mechanics and Repairers

FORT SCOTT
Miscellaneous Occupations in Machine Installation and Repair--Body Repairers, Transportation Equipment

INDEPENDENCE
Canvassers and Solicitors--Houseworkers, Domestic--Waiters/Waitresses, and Related Food Serving Occupations

PARSONS
Laying Out, Marking, Cutting, and Punching Occupations, N.E.C.

PITTSBURG
Surveyors, N.E.C.--House Caretakers and Yard Workers--Miscellaneous Personal Service Occupations, N.E.C.

Since the ultimate success of any vocational program is satisfactory placement of its students, we found a serious lack of information concerning follow-up.

The following form, developed under a Vocational Project by Dale K. Shipps, Southwest Kansas Area Vocational Technical School, P. O. Box 1324, 1000 Second Avenue, Dodge City, Kansas 67801, could be very beneficial.

VOCATIONAL FOLLOW-UP

NAME____
Last First Middle (Maiden)

CURRENT ADDRESS____
Number & Street City State Zip

Are you in full time military service? Yes_____ No_____
If yes, what branch of service?______________________________

Your service job title_______________________________________

Are you using your vocational training in the service? Yes____ No____

COMPLETE THIS SECTION TO INDICATE YOUR CURRENT EMPLOYMENT STATUS:
Hours per week you are employed:
Less than 10_____ 11 to 20_____ 21 to 30_____ 31 to 40_____ Over 40_____
I am currently seeking employment_______ I am not seeking employment_______

Your employer's name____

Your employer's address______________________________________
____

Your hourly salary, before deductions (Check one)
Less than $2.00_____
$2.01-$2.50_____
$2.51-$3.00_____
$3.01-$3.50_____
$3.51-$4.00_____
$4.01-$4.50_____
$4.51-$5.00_____
$5.01-$5.50_____
$5.51-$6.00_____
$6.01-$6.50_____
$6.51-$7.00_____
$7.01-$7.50_____
$7.51-$8.00_____
$8.01-$8.50_____
$8.51-$9.00_____
$9.01-$9.50_____
$9.51-$10.00_____
More than $10.00_____

Your job title____

Brief description of your duties_____________________________
____
____

Do your duties require the use of your vocational training? Yes____ No____

Are your duties related to your vocational training? Yes____ No____

How has your vocational training helped you with your current position?
Very Helpful_____ Some Help_____ Little or No Help_____

How satisfied are you with the vocational training you received?
Very Satisfied_____ Moderately Satisfied_____ Dissatisfied_____

How satisfied are you with your current position?
Very Satisfied_____ Moderately Satisfied_____ Dissatisfied_____

COMPLETE THIS SECTION TO INDICATE YOUR CURRENT EDUCATIONAL STATUS:
In school full time_____ In school part time_____ Not in school_____

Name of School____
Address of School____
Your major field of study____________________________________
Are you in a vocational or technical teacher training program? Yes___ No____

General Comments:____
____
____

Neosho County

Mr W J Han
Supt USD # 101
P O Box 37
Erie, Kansas 66733

Mr. John Grasso
Supt USD # 413
410 South Evergreen
Chanute, Kansas 66720

Wilson County

Mr Winferd Hamm
Supt USD # 387
Route 1
Buffalo, Kansas 66717

Mr Edwin G Lyon
Supt USD # 461
522 Wisconsin
Neodesha, Kansas 66757

Mr Max Wilson
Supt USD # 484
Box 358
Fredonia, Kansas 66736

Woodson County

Mr Wendell McMurray
Supt USD # 366
Box 160
Yates Center, Kansas 66783

Parochial Schools

Mr Winston A Schaper, Supt
Bible College High
2200 South 10th Road
Independence, Kansas 67301

Patrick J Forbes, Principal
Colgan High School
212 East Ninth Street
Pittsburg, Kansas 66762

Post-Secondary Schools

Dr J C Sanders, President
Neosho County Community
Junior College
1000 South Allen
Chanute, Kansas 66720

Dr Russell H Graham, President
Coffeyville Community Junior College
P O Box 571
Coffeyville, Kansas 67337

Dr Wayne McElroy, President
Fort Scott Community Junior College
2108 South Horton
Fort Scott, Kansas 66701

Mr Neil Edds, President
Independence Community Jr College
P. O. Box 708
College Avenue and Brookside Drive
Independence, Kansas 67301

Dr Bill Spencer, President
Allen County Community Jr College
1801 North Cottonwood
Iola, Kansas 66749

Dr James J Altendorf, President
Labette Community Junior College
200 South 14th, Box 957
Parsons, Kansas 67357

Mr R R McWhorter, Director
Southeast Kansas AVTS Adm. Center
Sixth and Roosevelt
Coffeyville, Kansas 67337

Mr Melvin Briley, Director
Southeast Kansas AVTS
500 West Maple
Columbus, Kansas 66725

Funded by the State Department of Education
Division of Vocational Education
Dean Prochaska, Director

EMPLOYER:

SAVE TIME — SAVE MONEY

**Have Access to a
Large Labor Supply.
Take advantage of our
FREE Placement Service.**

FOR MORE INFORMATION ON:

- Training programs
- Trainees available
- A visit by a placement specialist
- Location of prospective employees

CONTACT:

HAZEL ROCKHOLD
Project Director

CAROLE SCHIFFERDECKER
Secretary

SOUTHEAST KANSAS REGIONAL
EDUCATIONAL SERVICE CENTER
Rural Route 4
Girard, Kansas 66743
316-724-6281

DAVID DEMOSS
Program Coordinator

"A FREE PLACEMENT SERVICE TO GRADUATES AND INDUSTRY"

REGIONAL PLACEMENT SERVICE

***SELECTING THE MOST
QUALIFIED
EMPLOYEE FOR EACH JOB***

TRAINED EMPLOYEES AVAILABLE:

1. Two-Year College Vocational-Technical Graduates
2. High School Graduates
3. One-Year Certificate College Students

TRAINED IN THE FOLLOWING AREAS:

- Accounting
- Agri-Business
- Agri-Production
- Air Conditioning, Heating & Refrigeration
- Appliance Repair
- Auto Body & Fender Repair
- Auto Mechanics & Technology
- Building Materials & Trades
- Business Mid-Management
- Child Care Service
- Commercial Art
- Cosmetology
- Data Processing Programming
- Drafting Technology
- Electronics & Electricity
- Graphic Arts
- Hotel-Motel-Restaurant Operations
- Laundry & Dry Cleaning
- Machine & Metal Trades
- Marketing - Distributive Education
- Nursing & Health Related
- Printing
- Plumbing
- Secretarial & Clerical
- Welding

SERVICES TO EMPLOYERS AND TRAINEES:

1. Job Orders - Openings handled by trained placement personnel.
2. All openings kept confidential.
3. Job information available only to individuals specifically trained for the job.
4. All applicants screened individually before interview (saves employer time and money).
5. Complete data on prospective employees.
6. No obligation - No cost.
7. Placement counselors will personally visit each prospective employer.

Job Service Centers

Chanute Phone: 316-431-4950
119 North Grant
H. W. Knapp, Manager

Coffeyville Phone: 316-251-1800
11th & Elm
J. David McGee, Manager

Fort Scott Phone: 316-223-0120
Court House
Mardie Webster, Manager

Independence Phone: 316-331-2700
112 West Laurel
Eleanor L. Wempe, Manager

Iola Phone: 316-365-6746
111 S. Washington Street
Al Caler, Manager

Parsons Phone: 316-421-5300
1716 Corning
Bertis Johnson, Manager

Pittsburg Phone: 316-231-4250
First & Pine
Bill Bridwell, Manager

SCHOOL ADMINISTRATORS IN SOUTHEAST KANSAS

Allen County
Mr. William Muckenthaler
Supt. USD # 256
Route 1
Moran, Kansas 66755

Mr. Don Bain
Supt. USD # 257
402 East Jackson
Iola, Kansas 66749

Mr. John E. Smith
Supt. USD # 258
Box E
103 South Ninth
Humboldt, Kansas 66748

Bourbon County
Dr. R. E. Hicks
Supt. USD # 234
Fifth and Main
Fort Scott, Kansas 66701

Mr. Jerry Weast
Supt. USD # 235
Uniontown, Kansas 66779

Cherokee County
Mr. Gerald E. Barkley
Supt. USD # 404
Box D
Riverton, Kansas 66770

Mr. Howard L. Shuler
Supt. USD # 493
Box 21
850 South High School Street
Columbus, Kansas 66725

Mr. Gene Russell
Supt. USD # 499
704 Main Street
Galena, Kansas 66739

Mr. John R. Hughes
Supt. USD # 508
1520 Cleveland
Baxter Springs, Kansas 66713

Crawford County
Mr. Samuel J. Nicoletti
Supt. USD # 246
Arma, Kansas 66712

Mr. John Watson
Supt. USD # 247
Cherokee, Kansas 66724

Mr. John E. Shireman
Supt. USD # 248
401-415 North Summit
Girard, Kansas 66743

Mr. Dino J. Spigarelli
Supt. USD # 249
201 South Crawford
Frontenac, Kansas 66762

Dr. Jerry Steele
Supt. USD # 250
510 Deill Street
Pittsburg, Kansas 66762

Labette County
Dr. S. J. Alioto
Supt. USD # 503
Box 1056
2900 Southern
Parsons, Kansas 67357

Mr. Eugene F. Burke
Supt. USD # 504
Box 129
Oswego, Kansas 67356

Mr. Odes Sapp
Supt. USD # 505
Box 65
Chetopa, Kansas 67336

Mr. L. D. Curran
Supt. USD # 506
Box 188
Altamont, Kansas 67330

Montgomery County
Mr. John L. Picard
Supt. USD # 436
109 West Fourth
Caney, Kansas 67333

Mr. Hugh A. Cowan
Supt. USD # 445
Box 564
Coffeyville, Kansas 67337

Dr. Leonard Steinle
Supt. USD # 446
Drawer 487
Independence, Kansas 6730

Dr. Marvin Johnson
Supt. USD # 447
618 East Fourth
Cherryvale, Kansas 67335

YOUNG PEOPLE INTERESTED

IN EMPLOYMENT IN

SOUTHEAST KANSAS

(picture of directory in background of title)

FRAME 1

Music

Student walking streets

with newspaper in hand

FRAME 2

Music

Student entering door of

business with "Help wanted"

sign in the window

FRAME 3

Music

The guidelines are designed to accommo
the charactors of a standard typewrite
and there are approximately eight word
to each line. The copy for each frame
should not run over 35 seconds.

Student leaving business
and examining newspaper

FRAME 4

Music

:10

:20

:30

:40

Student entering another business

FRAME 5

Music

:10

:20

:30

:40

Student leaving business

FRAME 6

Music

:10

:20

:30

:40

The guidelines are designed to accommodat the characters of a standard typewriter, and there are approximately eight words to each line. The copy for each frame should not run over 15 seconds.

Student sitting on bench, curb, car fender or whatever looking at paper

FRAME 7

Music

:10

:20

:30

:40

Student standing in front of cafe window with sign saying "dishwasher wanted"

FRAME 8

:10

:20

:30

:40

Student walking down the street appearing crestfallen or dejected

FRAME 9

This is Jim/Jane Jones*
He/she lives in Chanute*
in Southeastern Kansas :10
and has lived there for
18* years

:20

:30

:40

The guidelines are designed to accommodate the characters of a standard typewriter, and there are approximately eight words to each line. The copy for each frame should not run over 35 seconds.

Student and Teacher working
on a project

FRAME 10

Recently Jim/Jane* finished
his/her formal training
and now wants to enter :10
the job market.
Like many other prospective
workers who live, and want :20
to continue to live, in
Southeastern Kansas, Jim/Jane
is concerned about finding :30
a job in which he/she can
use his/her skills.
:40

Student pumping gas or
working as a waitress.

FRAME 11

In the past Jim/Jane* would
have completed his/her
formal training and begun :10
the search for a job.
Often times Jim/Jane* would
have taken any job if none :20
was available in his/her
field of training
:30
:40

Busy thoroughfare of a city
Lots of people on street

FRAME 12

or she/he would have
moved to another part
of the state to get a job :10
which required his/her
skills
:20
:30
:40

The guidelines are designed to accommodate the characters of a standard typewriter, and there are approximately eight words to each line. The copy for each frame should not run over [illegible]

S K R Education Center

Girard

FRAME 13

In the past the prospective
workers with the appropriate
skills did not find the :10
available jobs that required
their skills. Today because
a project which matches :20
unemployment data with man-
power needs data was developed
at Southeastern Kansas :30
Ed. Center, Jim/Jane* will
have the various job options
brought to his/her attention :40

Hazel at one of the schools

talking to an administrator

FRAME 14

The project designed and
developed by Mrs Hazel
Rockhold involved the :10
students and staff at
33 secondary and post-
secondary schools and :20
community colleges.
:30
:40

Hazel at one of the employment

offices

FRAME

and seven employment offices
and their branch offices
in Southeastern Kansas :10
Cooperation between those
seeking jobs and those
helping prospective workers :20
find jobs was essential to
the success of the project.
:30
:40

The guidelines are designed to accommoda
the characters of a standard typewriter,
and there are approximately eight words
to each line. The copy for each frame
should not run over 35 seconds.

Map of location where each school is

FRAME 16

To start the project, every
administrator of a secondary
and postsecondary school :10
and community college in the
nine counties of Southeastern
Kansas was visited and :20
requested to participate in
the project.
:30
:40

Frank Smith* or whoever in front of school

FRAME 17

For those who did such as
Frank Smith* of Coffeyville
Area School, they added :10
another dimension to education's
objective of developing
appropriate skills and :20
experiences in students, so
they will be successful in
the job market--that is :30
helping the worker and job
find each other.
:40

Employment office or business scene

FRAME

After the school administrators agreed to participate,
the next aspect of the :10
project was to include the
employment offices and the
business and industry of :20
Southeastern Kansas.
:30
:40

The guidelines are designed to accommodat the characters of a standard typewriter, and there are approximately eight word to each line. The copy for each frame should not run over [illegible]

[illegible]

Dr. James McCain

FRAME 19

With the endorsement of
Dr. James McCain, Secretary
of the Department of :10
Human Resources.
:20
:30
:40

Chanute Employment Office	Pittsburg Employment Office
Independence Employment Office	Parsons Employment Office

FRAME 20

the employment offices
at Chanute, Coffeyville,
Fort Scott, Independence, :10
Iola, Parsons, Pittsburg
agreed to provide information
and counselor services :20
:30
:40

Local business which participated in project

FRAME 2

Also participating within
the nine county area of
Southeastern Kansas were :10
110 businesses which employ
50 or more people and
:20
:30
:40

The guidelines are designed to accommodate the characters of a standard typewriter, and there are approximately eight words to each line. The copy for each frame should no[illegible] over 35 [illegible]

Large business or industry

of 1000 employees

FRAME 22

Three businesses which have
over 500 employees were
interested in placement :10
on the files to have first
chance at hiring the
prospective workers who :20
were currently training in
in the Southeastern Kansas
Schools. :30

:40

Jim/Jane filling out card in

school setting

FRAME 23

The procedure of the project
was to register the students
at the 33 schools which :10
participated in the
project.
:20

For example: Jim/Jane* did
this by filling out a card
distributed by their school :30
counselors.

:40

Card - pencil in hand

fill in blanks

FRAME 24

The card which indicated
an interest in talking to
a job counselor was sent :10
to a nearby employment
office.
:20

:30

:40

The guidelines are designed to accommodate the characters of a standard typewriter, and there are approximately eight words to each line. The copy for each frame should not run over 35 seconds.

Jim/Jane* with Counselor

Jim/Jane's* card was followed up by a visit from the counselor of an employment center to discuss Jim/Jane's* career aspirations training, and experiences

FRAME 25

Hazel or/and secretary

working with cards

Meanwhile during the period that Jim/Jane* was finishing his/her training, the application card which had been filled out by the student and counselor was being incorporated into a directory

FRAME 26

Page of the directory

The directory contains the name, school from which the student will graduate, job preference, location in which he/she wishes to work and the Job Service Center in which the student's application card is on file.

FRAME 27

The guidelines are designed to accomm
the characters of a standard typewrit
and there are approximately eight word
to each line. The copy for each fram
should not run over 35 seconds.

Page of Ag. and natural resources' listing

FRAME 28

The material is arranged in the directory according to the fields of work, such as agriculture and natural resources

Page of Secretaries' listing

FRAME 29

secretaries,

Page of mechanics' listing

FRAME 30

and mechanics

The guidelines are designed to accommo
the characters of a standard typewrit
and there are approximately eight word
to each line. The copy for each frame
should not run over 30 seconds.

P 113

Index to Occupation Categories

FRAME 31

If an employee could not find a particular field of work in the directory, there is a cross reference page in the directory which will help to determine related fields of work.

P 113

Circle around Cashiers and Marketing and Distribution

FRAME 32

For example a local hardware store is looking for a cashier. By finding "cashier" in the index, the employer would be able to determine in which field "cashier" is included. The field is Marketing and Distribution

Some employer who is participating looking at the directory

FRAME 33

Copies of the directory will be sent to all the participating employers in the project who can then use it as John Johnson* of Iola is using it.

The guidelines are designed to accommod
the characters of a standard typewrite
and there are approximately eight word
to each line. The copy for each frame
should not run over 35 seconds.

Mr. Johnson at his business

FRAME 34

Mr. Johnson* has a coal business* He employes 30 people*. In June he knows he'll need to find a carpenter* to replace one who is retiring

Mr. Johnson thumbing through the directory

FRAME 35

Since Mr. Johnson* participated in the project he has a copy of the 1978 Directory of Young People Interested in Employment

Mr. Johnson* simply finds the carpenter section of the directory and

Page of carpenters

FRAME 36

there ready for his use is a list of 1978 graduates in the carpentry program

The guidelines are designed to accomm the characters of a standard typewrit and there are approximately eight word to each line. The copy for each fram should not run over [illegible]

Mr. Johnson* on the telephone

FRAME 37

Mr. Johnson* chooses three names and contacts the local Job Service Center for additional information on those prospective employees.

Mr. Johnson* interviewing person

FRAME 38

with this information Mr. Johnson* decides which prospective employees he will ask to interview.

Mr. Johnson* and Jim shaking hands

FRAME 39

Reducing the number of prospects through personal interviews, Mr. Johnson* offers the carpenter's job to Jim Jones* who accepts the job and the opportunity to remain in Southeastern Kansas.

The guidelines are designed to accomm
the characters of a standard typewrit
and there are approximately eight word
to each line. The copy for each fram
should not run over 35 seconds.

***Put appropriate name**

Help Wanted Ad.

FRAME 40

Paramount to this agreement between employer and employee is the little time and effort required of each. Mr. Johnson* did not have to advertise.

Mr. Johnson* interviewing student with back to camera

FRAME 41

nor interview each applicant who was looking for just any job.

Jim talking to a manager who shakes head "no"

FRAME 42

Jim* did not spend his time following up on each job rumor

The guidelines are designed to accommo the characters of a standard typewrite and there are approximately eight word to each line. The copy for each frame should not run over 35 seconds.

Mr. Johnson* and Jim*

FRAME 42

With the assistance of the employment directory, an employer who needed a skilled employee in his business found a list of prospective workers who wanted a job where they could use the skills in which they were trained.

Jim

Mr. Johnson

appear as if putting two pieces into one

FRAME 43

The directory's information provided by the prospective employee and employer solved the problem of matching supply and demand.

Sponsored by Southeast

Kansas Education Center

Girard, Kansas

Director Dave DeMoss

FRAME 44

Music

The guidelines are designed to accommo the characters of a standard typewrit and there are approximately eight word to each line. The copy for each frame should not run over 35 seconds.

Designed and Developed

Mrs. Hazel Rockhold,

Director of Project

FRAME 45

Music

For more information

contact

Dean Prochaska

Director of Vocational Education
Administration

State Department of Education
120 East Tenth
Topeka, Kansas

FRAME 46

FRAME

The guidelines are designed to accomm the characters of a standard typewrite and there are approximately eight word to each line. The copy for each frame should not run over 35 seconds.

COPY

Southeast Kansas
Regional Educational
Service Center

Rural Route 4 • Girard, Kansas 66743 • (316) 724-8504

November 21, 1977

Mr. Gerald E. Barkley
Supt. USD #404
Box 68
Riverton, Kansas 66770

Dear Chief Administrator:

For various reasons, some of which remain unexplained, prospective workers and jobs do not find each other. As a result, Southeastern Kansas unemployment rate averaged 6 per cent during 1976. The unemployment problem and the accompanying unemployment benefits the state must pay remain at seriously high levels despite hundreds of columns on "help wanted" ads in newspapers and thousands of positions advertised by the State Department of Human Resources.

Part of the problem in matching the two--supply and demand--is related to lack of information. Educators and Administrators seeking information about manpower needs are likely to encounter a maze of estimates indicating projected national requirements and job openings and a paucity of information about local job openings. Even the information about local job openings which is currently available has often been prepared by adapting national projections to the state and local data.

The information is difficult to relate to potential job seekers. Some type of match-up between the demand and the supply coming from secondary schools, post-secondary schools, and vocational programs needs to be developed.

Through a grant from the Vocational Section of the State Department of Education and as a direct result of the 5-Year State Plan, the Southeast Kansas Regional Educational Service Center will attempt this match-up in the nine-county area of Southeast Kansas.

The proposed approach and methodology for matching occupational demand data and occupational supply data will be developed by the following method:

1. Already developed material - Kansas Curriculum Materials Center for Vocational, Technical and Career Education's An Occupational Demand Survey of the Vocational Level Jobs in the Nine Counties of Southeast Kansas will be promulgated through its utilization as the initial step.

2. Supply data for each occupation will be compiled.

3. A procedure for relating potential job openings with prospective employees will be developed.

I will be calling on you in the near future to explain the benefits to your students and asking permission to work with your counselor in obtaining data on expected manpower supply from your school.

It is our desire to work cooperatively with each school in this area in order to meet the needs of the youth of Southeast Kansas.

Yours very truly,

David DeMoss
Program Coordinator

Hazel D. Rockhold
Project Director

Copies sent to :
All administrators of high schools, community junior colleges and area vocational schools in the nine counties of Southeast Kansas

SOUTHEAST KANSAS
REGIONAL EDUCATIONAL
SERVICE CENTER
Rural Route 4 • Girard, Kansas 66743 • (316) 724-8504

December 1, 1977

Dr. James McCain
Department of Human Resources
401 Topeka Avenue
Topeka, Kansas 66603

Dear Dr. McCain:

A letter is enclosed explaining the project that is beginning at the Southeast Kansas Regional Educational Service Center. We would like to work cooperatively with the local job service offices in the nine-county area of Southeast Kansas to provide this service.

Yours truly,

Hazel D. Rockhold

Enclosure

SOUTHEAST KANSAS
REGIONAL EDUCATIONAL
SERVICE CENTER

Rural Route 4 • Girard, Kansas 66743 • ~~(316) 724-8504~~
724-6281

March 15, 1978

Mr. Bill Bridwell, Manager
Job Service Center
First and Pine Streets
Pittsburg, Kansas 66762

Dear Mr. Bridwell:

I am enclosing the list of students who have indicated they are available for work June 1. I hope you are able to contact each student at his local school in the next few days so that he is registered with you.

Our book will be ready for distribution April 1.

Thank you for your cooperation and participation in this project.

Yours very truly,

Hazel Rockhold
Project Director

copies to:
Eleanor L. Wempe - Independence Job Service Center
Al Caler, Iola
H. W. Knapp = Chanute
J. David McGee - Coffeyville
Bertis Johnson - Parsons

SOUTHEAST KANSAS
REGIONAL EDUCATIONAL
SERVICE CENTER

Rural Route 4 • Girard, Kansas 66743 • (316) ~~724-8504~~
724-6281

March 22, 1978

We are now ready for the third phase of our project--Matching Unemployment Data with Manpower Needs.

Please complete the enclosed questionnaire and return at your very earliest convenience. We will use the information in our final report to the State Department of Education.

Yours very truly,

Hazel Rockhold

Hazel Rockhold

Enc.

Copies sent to all administrators of high schools, community junior colleges and area vocational schools in the nine counties of Southeast Kansas

VOCATIONAL COURSE QUESTIONNAIRE

Approximately how many students will graduate from your school in 1978?____________

How many students completed a vocational course in each of the following programs?

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Production Agriculture			
Agricultural Supplies and Services			
Agricultural Mechanics			
Ornamental Horticulture			
Distributive Education			
Advertising Service			
Apparel and Accessories			
Automotive			
Finance, Credit			
Floristry			
Food Distribution			
Food Services			
General Merchandise			
Hardware, Building Material, Farm and Garden Supplies, Equipment			
Health Occupations--Career Exploration			
Dental Assistant			
Dental Hygienist			
Medical Laboratory Assistant			
Associate Degree Nurse			
Practical Nurse			
Nurses Assistant			
Physical Therapy Assistant			
Recreational Therapy Technician			
Radiological Technologist			
Mental Health Technician			
Medical Assistant			
Mortuary Science			
Medical Records Secretary			
Medical Records Technician			
Medical Transcriptionist			
Consumer and Homemaking			
Care and Guidance of Children			
Clothing Management, Production, Services			

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Food Management Production, Services			
Home Furnishings Equipment, Services			
Home Health Aide			
Other Home Economics Occupations (Cluster)			
Office Education			
Accounting, Computing			
Data Processing			
Computer Operator			
Programmer			
Other Business Data Processing			
Filing, Office Machines			
Information, Communications Occupations			
Material Support Occupations			
Personnel, Training, Related			
Stenographic, Secretarial, Related			
Supervisor Administrative Management			
Typing, Related Occupations			
Engineering Related Technology			
Civil Technician			
Electronic Technician			
Industrial Technician			
Police Science			
Air Conditioning, Refrigeration, Heating, Cooling			
Auto Body Repair			
Auto Mechanics			
Industrial Mechanics			
Aircraft Mechanics			
Business Machine Maintenance			
Commercial Art Occupations			
Commercial Photography Occupations			
Carpentry			
Electrical Trades, Residential Wiring			
Heavy Equipment			
Masonry			
Plumbing, Pipefitting			
Custodial Service, Maintenance			

Program Title	Number Completing Course		
	Graduates	Under-graduates	Total
Diesel Mechanic			
Drafting Occupations			
Other Electrical Occupations			
Electronic Communications			
Electronic, Industrial			
Radio, Television Repair			
Other Electronic Occupations			
Foremanship, Supervisory, Management Development			
Graphic Arts Occupations			
Machine Shop			
Metal Trades			
Welding			
Cosmetology			
Plastics Occupations			
Fire Service Training			
Law Enforcement Training			
Small Engine Repair			
Upholstery			
Millwork, Cabinetmaking			
Other Woodworking Occupations			
Truck Driving			
Cooperative Industrial Training			
Industrial Skills			
Other Trade and Industry Occupations			
Combination Cooperative Vocational Education Programs			
Exploratory Industrial Education			
Other Vocational Programs not listed above (Please list.)			

Comments:

Signature Title School

1977 FOLLOW-UP SURVEY

How many graduates of vocational classes are now employed in this nine-county area? (This area includes Cherokee, Crawford, Bourbon, Allen, Neosho, Labette, Wilson, Woodson, and Montgomery counties.)

How many vocational graduates left this nine-county area for employment?

What is the average beginning wage of the vocational graduates? Please list each category separately.

APPENDIX F

Occupational Survey Summary of Nine County Area of Southeast Kansas, 1978

OCCUPATIONAL
SURVEY
SUMMARY

Nine County Area
Southeast Kansas

1978

OCCUPATIONAL SURVEY
NINE COUNTY AREA
IN
SOUTHEAST KANSAS

Background

Training persons for jobs that do not exist or have a potential for existing is extremely wasteful of valuable resources, both human and economic. To obtain data reflecting employment and future employee demand in the nine counties of Southeast Kansas, an occupational survey was conducted in 1976 by the Kansas Curriculum Materials dissemination Center for Vocational-Technical and Career Education. The statistical data presented in the following pages is a 1978 summary and update of the original survey data.

Purpose

The purpose of the survey and this summary is to determine the occupational catagories in which the demand for trained persons are the greatest and will be the greatest in the future. This statistical summary and update is intended to serve as a preliminary data base for persons charged with the responsibilities of human resource development, economic development and training program planning in the nine county area of Southeast Kansas.

SUMMARY OF SURVEY DATA
BY
U.S. OFFICE OF EDUCATION
OCCUPATIONAL EDUCATION CODE

		Number Employed 1978	Gross Number of New Additions 1980	Gross Number of New Additions 1981
Agricultural Occupations	OE-01	1,263	140	69
Distributive Education	OE-04	7,049	928	373
Health Occupations	OE-07	2,937	356	162
Home Economics	OE-09	4,278	499	239
Office Occupations	OE-14	6,002	754	343
Technical and	OE-16			
Trade and Industrial	OE-17	9,974	1,444	566
Supervisory and Inspector		998	601	61
Industrial Assembly Line, Repetitive Task Occupations		3,629	831	208
Low Skill		2,263	376	132
Short Length Skill Training		395	25	19
Service and Construction, Repetitive Task Occupation		2,347	214	129

TOTALS
AGRICULTURAL OCCUPATIONS OE-01

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
GRAIN ELEVATORS-FEEDS			
222.567 Grain Elevator Clerk	5	0	0
520.685 Feed Mixer	14	0	1
Grain Mixer	34	0	2
Mill Feeder	11	0	1
Pellet-Mill Operator	24	2	1
520.686 Feed-Mixer Helper	14	0	1
521.130 Miller Supervisor	17	0	1
521.682 Feed Grinder	16	1	1
Mill Operator	3	0	0
Grain Processor	8	1	0
523.685 Grain Dryer Operator	6	0	0
529.687 Grain Grader	4	0	0
920.885 Feed Weigher	5	0	0
921.683 Conveyor Operator			
921.685 Elevator Operator	10	2	1
Grain Elevator Motor Starter			
921.685 Dump Operator	3	0	0
SOYBEAN OIL MILL			
521.685 Linter	19	1	1
Winterizer			
Clarifier			
Pawman			
529.685 Expeller Operator			
529.687 Mat Sewer			
559.685 Refining Machine Operator			
603.682 Lintes Saw Sharpener			
FERTILIZERS			
558.260 Chief Operator			
558.482 Furnace Operator			
558.585 Chemical Operator			
558.685 Chamberperson			
559.132 Production Supervisor Anhydrous Ammonia	1	0	0
559.685 Press and Drier	28	0	1
Digester Operator			
559.585 Contact Acid Plant Operator			

TOTALS

AGRICULTURAL OCCUPATIONS OE-01

OCCUPATIONAL TITLE AND D.O.T.		NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
CHEESE PRODUCTION				
520.487	Cheese Blender	2	0	0
521.685	Slicing Machine Operator	1	0	0
529.361	Cheese Maker	4	0	0
529.682	Cheese Maker Helper	1	0	0
529.585	Cheese Cutter			
529.686	Raw Cheese Worker	6	1	0
HONEY PRODUCTION				
520.361	Honey Grader and Blender	2	0	0
521.685	Hone Extractor			
521.687	HoneyComb Decapper			
522.685	Honey Processor	22	1	1
MILK PROCESSING				
410.357	Milk Sampler	2	1	0
521.685	Milk-Powder Grinder			
	Homogenizer Operator	3	0	0
MILD PROCESSING				
529.382	Dairy Processing Equipment Operator	15	2	1
POULTRY				
411.267	Poultry Grader	3	0	0
411.687	Chick Grader	4	0	0
411.364	Poultry Feeder			
	Farm Hand	195	20	11
525.687	Poultry Boner			
	Poultry Dresser			
	Poultry Dresser Worker			
	Poultry Eviscerator			
	Poultry Hanger			
	Poultry Killer			

TOTALS

AGRICULTURAL OCCUPATIONS OE-01

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
MEAT PROCESSING			
223.684 Meat Clerk	34	7	2
521.685 Meat Grinder	4	0	0
525.682 Smoker	1	0	0
525.132 Supervisor Cured Meats	1	0	0
525.687 Hide Inspector			
Shactor			
Meat Boner	16	0	1
Head Trimmer	4	0	0
Cooler	6	0	0
559.685 Grease and Tallon Worker			
POWER AND MACHINERY			
409.683 Farm Equipment Operator	8	0	0
421.687 Farm Worker (general)	52	9	3
624.281 Farm Equipment Mechanic	39	35	4
Farm Equipment Mechanic Apprentice	66	12	4
ORNAMENTAL HORTICULTURE, LANDSCAPING AND NURSERY			
040.061 Ornamental Horticulturist	42	5	2
408.684 Tree Pruner	8	0	0
405.161 Horticultural-Speciality	25	0	1
Grower, Inside (Agric)			
408.181 Tree Surgeon	5	0	0
408.161 Landscape Gardener			
406.137 Greenskeeper	15	0	1
406.684 Cemetery Worker	6	1	0
Grounds Keeper	76	5	5
SALES			
262.357 Salesperson, Chemicals	12	0	1

TOTALS

AGRICULTURAL OCCUPATIONS OE-01

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
SALES			
272.357 Salesperson, Farm Equipment	92	18	6
Farm Supplies	97	8	5
LOGGING			
162.157 Broker and Market Operator	1	0	0
183.167 Logging Superintendent			
667.686 Log Turner			
Wood Cutter	2	0	0
667.687 Log Inspector	3	0	0
454.684 Logger			
455.367 Log Grader	1	0	0
455.678 Log Brander			
921.687 Log-Hand Operator			
ANIMAL CARETAKER			
410.674 Veterinary-Hospital Attendant	54	4	3
379.673 Dog Catcher	9	0	0
412.674 Zoo Caretaker-Animal Caretaker	60	2	3
FISH			
446.134 Fish Hatchery Supervisor Superintendent	2	0	0
525.684 Fish Cleaner			
AGRICULTURAL CHEMICALS			
389.134 Exterminator Supervisor	14	0	1
389.684 Exterminator	25	1	1

TOTALS

AGRICULTURAL OCCUPATIONS OE-01

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
OTHERS			
610.381 Blacksmith			
692.686 Broomcorn Seeder			
739.687 Broomcorn Grader	1	0	0

TOTALS

DISTRIBUTIVE EDUCATION OE-04

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
ADVERTISING SERVICES			
141.081 Advertising Lay-out Worker	15	1	1
159.147 Radio Announcer	31	0	2
159.168 Announcer Supervisor	3	0	0
164.068 Advertising Assistant	3	0	0
164.117 Advertising Manager	5	0	0
184.168 Operation Broadcast Director	2	0	0
Operations Director Program Director	7	0	0
HOTEL AND LODGING			
187.117 Hotel Manager	20	2	1
Motel Manager	44	5	2
238.362 Desk Clerk	75	4	4
320.137 Manager Lodging Facilities	5	0	0
324.577 Room Service Clerk	6	0	0
GENERAL MERCHANDISE			
211.467 Cashier Courtest Booth	85	16	6
Cashier Wrapper	179	16	10
222.387 Receiving and Shipping	61	9	4
222.367 Parts Clerk	68	0	3
249.367 Stock Clerk	755	112	43
222.487 Checker, Bakery Products	19	0	1
294.357 Auctioneer	9	0	0
299.137 Department Manager	43	3	2
Manager	20	0	1
211.462 Cashier Checker	695	100	40
929.137 Warehouse Worker	390	77	23
RECREATION AND TOURISM			
252.157 Travel Agent	29	4	2
185.167 Concession Manager	19	0	1
238.367 Travel Clerk			
342.858 Concession Attendant	51	2	3

TOTALS
DISTRIBUTIVE EDUCATION OE-04

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
RECREATION AND TOURISM			
238.367 Reservations Clerk	13	7	1
912.367 Transportation Agent	1	1	0
248.367 Cargo Agent	0	1	0
238.367 Ticket Agent	5	8	1
SALES			
250.358 Salesperson	18	13	2
250.357 Sales Real Estate	177	43	11
251.357 Salesperson Pest Control General	4	0	0
254.357 Sales Printing	22	3	1
Sales Advertising	32	0	2
260.357 Sales Food Products	56	2	3
261.357 Sales Canvas Products	1	0	0
279.357 Sales Paper and Paper Products	25	6	2
274.257 Sales Foundry and Machine Shop	9	0	0
261.357 Sales Textile	35	2	2
274.357 Sales Construction	25	3	1
Sales Oil Field	8	0	0
273.353 Automobile Salesperson	134	13	7
273.357 Sales Boat	7	0	0
276.257 Sales Surgical Appliances			
276.357 Sales Precision Instruments			
163.167 Sales Manager	72	7	4
277.357 Sales Sporting Equipment	11	2	1
279.357 Sales Parts	45	6	3
273.357 Sales Auto Parts	162	17	9
279.357 Salesperson General	1713	216	96
292.353 Salesperson Driver	140	16	8
291.357 Outside Sales	73	16	4
Sales General	100	10	6
INSURANCE			
250.257 Insurance Salesperson	320	29	17
205.567 Insurance Clerk	41	5	2
241.217 Claim Adjuster	21	1	1

TOTALS

DISTRIBUTIVE EDUCATION OE-04

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
PETROLEUM			
186.117 Lander-Leaser			
INDUSTRIAL MARKETING			
186.117 Manager, Industrial Development	1	0	0
189.157 Business-Enterprise Specialist	2	0	0
FINANCE AND CREDIT			
160.267 Chief Credit Analyst	7	3	1
162.157 Broker	28	2	1
Purchasing Agent	280	68	17
241.267 Claims Examiner	3	0	0
186.267 Loan Officer	79	20	5
Loan Counselor	16	2	1
Bonding Agent	6	0	0
376.367 Securities Trader	3	1	0
186.167 Manager Apartmenthouse	43	2	2
186.117 Bank Cashier	215	22	12
241.367 Loan Officer	79	8	4
189.118 President, Bank	51	3	3
186.117 Vice President, Bank	101	7	5
191.267 Credit Analyst	8	0	0
216.382 Bank Reconciliation Clerk	59	2	3
186.117 Trust Officer	18	2	1
205.367 Credit Clerk	38	4	2
249.368 Claims Agent	3	0	0
295.367 Safe Deposit Clerk	15	-	1
249.367 Library Assistant	2	0	0
Loan Closer	31	4	2
219.362 Securities Clerk	4	0	0
162.157 Securities Trader	6	0	0
OTHERS			
153.341 Professional Athelete	3	0	0
187.167 Funeral Director	34	0	2

TOTALS

DISTRIBUTIVE EDUCATION OE-04

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
OTHER			
292.363 Newsdealer Deliverer	1	0	0
906.683 Telephone Directory Distributor	5	0	0

TOTALS

HEALTH OCCUPATIONS OE-07

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
DENTAL			
712.281 Dental Ceramist	1	0	0
712.381 Dental Laboratory Technican	3	0	0
079.371 Dental Assistant	79	7	4
MEDICAL LABORATORY AND TECHNOLOGY			
029.261 Laboratory Tester	26	4	2
078.261 Microbiology Technologist			
078.381 Medical Laboratory Assistant	26	3	1
078.361 Medical Technologist	39	7	2
079.367 Medical Assistant	60	0	3
079.361 Inhalation Therapist	17	10	1
381.367 Laboratory Assistant	17	3	1
976.131 Laboratory Chief	6	2	0
RADIOLOGIC AND X-RAY			
070.101 Radiologist	18	1	1
078.362 Radiologic Technologist	40	4	2
976.685 X-Ray Developing Machine	1	1	0
NURSING			
075.378 Assoicate Degree Nurse	361	43	20
079.378 Podiatric Assistant	5	0	0
354.374 Practical Nurse	312	35	17
355.674 Nurse Aid	1367	167	77
Orderly	67	12	4
355.377 Psychiatric Aid	4	0	0
Hospital Messenger	2	0	0
355.354 Physical Therapy Attendant	14	3	1
079.374 Emergency Medical Technician	25	0	1

TOTALS

HEALTH OCCUPATIONS OE-07

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
NURSING			
245.362 Ward Clerk	39	5	2
Ward Supervisor	18	2	1
096.121 Nutritionist	76	9	4
MEDICAL RECORDS			
079.367 Medical Record Technician	18	0	1
245.362 Medical Records Clerk	46	7	3
MORTUARY SCIENCE			
338.371 Embalmer	55	6	3
Embalmer Apprentice	15	2	1
359.677 Funeral Attendant	37	2	2
OPHTHAMLIC			
716.280 Optician, 713.361 Contact Lens Dispensing	6	1	0
716.382 Lens Grinder	3	2	0
713.361 Optician Dispensing	4	2	0
ARTIFICIAL LIMBS PRODUCTION AND MODELS			
712.261 Medical Apparatus Model Maker			
Orthopedic Appliance and Limb Technician			
PHARMACUTICAL PRODUCTION			
262.157 Pharmaceutical Detailer	3	0	0
550.887 Dye Weigher	2	0	0
555.685 Grinder Operator	2	0	0
Pellet-Press Operator	4	0	0
556.382 Compressor	4	0	0
556.685 Cosmetics Presser	17	1	1

TOTALS
HEALTH OCCUPATIONS OE-07

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
PHARMACUTICAL PRODUCTION			
559.130 Chemical Processing Supervisor	2	0	0
559.131 Pharmaceutical Compounding Supervisor	1	0	0
559.382 Pharmaceutical Operator	63	4	3
OTHERS			
077.117 Dietitian	25	9	2
076.124 Recreation Therapist	3	0	0
187.117 Public Health Service Officer	1	0	0
379.167 Lifeguard	28	2	2
No D.O.T. Restorative Service Aide (Nursing home)	3	0	0

TOTALS

HOME ECONOMICS OE-09

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
CLOTHING PRODUCTION			
584.685 Cloth Pressors	14	1	1
582.138 Dryer, Master			
920.685 Cloth Baler	9	1	1
361.685 Cloth Washer Operator			
584.685 Cloth Mercerizer Operater			
585.685 Cloth Trimmer Machine			
587.685 Cloth Shrinking Machine Operator			
Sanforizing Machine Operator			
589.130 Cloth Finisher			
587.685 Cloth Shader	3	0	0
589.687 Cloth Folder	17	0	1
589.685 Cloth Measurer, Machine			
683.130 Weaving Supervisor			
683.682 Loom Operator			
683.684 Weaver Inspector			
689.130 Embroidery Supervisor			
780.684 Casket Coverer			
Casket Liner			
788.131 Cutting Room Supervisor	5	0	0
781.684 Cloth Cutter	31	2	2
781.687 Cloth Spreader	28	0	1
687.684 Rug Hooker, Hand			
782.684 Embroiderer			
780.684 Casket Liner Sewer	3	0	0
786.685 Sewing Machine Operator, Automatic and Regular	1017	109	56
Sewing Machine Operator Special Equipment	139	19	8
Embroidery Machine Operator			
Embroidery Machine Operator Helper			

TOTALS
HOME ECONOMICS OE-09

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
CLOTH PRODUCTION CANVAS			
581.687 Burlap Spreader	2	0	0
689.587 Bag Inspector			
689.684 Burler	1	0	0
689.586 Cloth Doffer	1	0	0
739.381 Canvas Worker	13	0	1
781.384 Canvas Marker	6	0	0
781.884 Cutter Machine	2	0	0
782.684 Canvas Repairer	4	0	0
787.686 Bag and Sack Sewer			
789.484 Finisher, Hand			
689.586 Cloth Handler	7	0	0
789.687 Bag Liner			
Bagging Salvager			
628.682 Roll Coverer, Textile	5	0	0
INSTITUTIONAL SERVICES			
321.138 Housekeeper	367	46	21
361.138 Laundry Supervisor	2	0	0
361.687 Laundry Helper	166	12	9
Laundry Laborer	47	10	3
369.684 Laundry Operator	37	3	2
221.387 Laundery Clerk	21	0	1
689.887 Rug Cleaner	26	1	1
DECORATOR AND DESIGNER			
142.051 Interior Designer and Decorator	1	0	0
142.081 Floral Designer	4	0	0
Sign Designer	1	0	0
Furniture Designer			
Embroidery Designer			
298.381 Decorator, Any Ind.			
DRAPERY AND UPHOLSTERY			
299.387 Drapery and Upholstery Estimator	2	0	0

TOTALS

HOME ECONOMICS OE-09

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
DRAPERY AND UPHOLSTERY			
780.381 Automobile Upholsterer	5	0	0
Automobile Upholsterer Apprentice			
780.587 Sorter Upholstery Parts			
780.687 Upholsterer Helper	2	0	0
Furniture Upholistry	21	0	I
CLOTHING EXAMINER			
029.381 Cloth Tester			
652.567 Cloth Printing Inspector			
689.387 Cloth Grader			
781.687 Fabric Inspector	8	0	0
TAILOR			
785.261 Tailor			
Alteration Tailor	26	5	2
785.361 Dressmaker			
ICE CREAM AND ICE PRODUCTION			
523.685 Ice Maker	7	0	0
529.685 Flavor-Room Operator			
Freezer Operator	2	0	0
Ice Cutter	5	0	0
922.684 Locker Plant Attendant	10	0	1
SOFTDRINK PRODUCTION			
520.685 Mixer Operator	43	2	2
Blending Tanks Operator	13	1	1
Soft Drink Powder Mixer			
Filter Press Operator			

TOTALS

HOME ECONOMICS OE-09

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
BAKERY			
313.381 Pastry Cook	28	6	2
520.582 Dough Mixer	5	0	0
Dough Mixer Operator	1	0	0
520.685 Dough Brake Mixing Operator			
526.131 Bakery Supervisor	2	0	0
526.682 Over Operator	16	1	1
Batter Scaler	2	0	0
Doughnut Machine Operator	10	0	1
526.684 Doughnut Maker	1	0	0
526.686 Doughnut Machine Operator Helper	2	0	0
526.685 Pan Greaser Machine	2	0	0
526.686 Doughnut Maker Helper	1	0	0
Hand Baker Helper	7	0	0
CANDY PRODUCTION			
520.684 Roller			
520.685 Candy Maker Helper	2	0	0
Candy Puller	0	1	0
520.687 Candy Spreader			
Candy Molder			
529.361 Candymaker	9	0	0
790.687 Candy Cutter, Hand	1	0	0
521.685 Candy Cutter, Machine			
FOOD AND DRINK			
310.137 Host/Hostess Restaurant	33	2	2
311.137 Head Waiter/Waitress	33	14	2
311.477 Bar Waitress/Waiter	64	9	4
Waiter/Waitress Informal	535	64	30
Waiter/Waitress Outside Delivery	5	0	0
Waiter/Waitress Take-Out	65	53	6
312.474 Bartender	39	1	2

TOTALS
HOME ECONOMICS OE-09

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
FOOD AND DRINK			
313.361 Cook, Short Order	94	11	6
Cook Specialty	99	38	7
315.361 Cook (Any Ind.)	778	73	43
317.687 Cook Helper	131	11	7
Kitchen Helper	196	21	11
DAY CENTER			
359.677 Child Care Attendant	4	0	0
OTHERS			
151.027 Instructor Dancing	1	0	0

TOTALS

OFFICE OCCUPATIONS OE-14

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
LEGAL/MEDICAL OFFICE			
119.267 Law Clerk	9	2	1
201.368 Legal Secretary	105	11	6
223.887 Medical Supply Clerk	29	6	2
237.368 Hospital Admitting Clerk	18	2	1
Admitting Officer	8	0	0
243.362 Court Clerk	8	0	0
SECRETARY AND RECEPTIONIST			
201.362 Secretary	1483	240	86
237.367 Receptionist	100	9	5
OFFICE CLERKS			
209.526 General Clerk	1396	173	78
203.362 Clerk-Typist	189	20	10
119.267 Contact Clerk-Elect.	23	1	1
209.367 Title Searcher	16	2	1
249.367 Library Clerk	41	4	2
215.482 Payroll Clerk	38	6	2
214.362 Traffic Rate Clerk	8	0	0
216.362 Bond Clerk	3	0	0
219.362 Real Estate Clerk	25	3	1
219.482 Brokerage Clerk	5	0	0
216.581 Posting Clerk	17	0	1
INVENTORY			
222.387 Shipping and Receiving	178	25	10
222.357 Inventory Clerk	21	1	1
MACHINE OPERATOR			
007.167 Computer Programmer	50	11	3
210.382 Bookkeeper	1312	178	75
213.362 Computer Operator (Clerical)	36	10	2

TOTALS

OFFICE OCCUPATIONS OE-14

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
SECURITIES AND REAL PROPERTY			
119.267 Abstractor	43	10	3
189.167 Security Officer	6	0	0
216.367 Securities Auditor			
NEWSPAPER			
132.017 Editor, Managing, Newspaper	21	0	1
132.067 Editor News	19	1	1
132.017 Editor Newspaper	13	0	1
132.037 Editor, City	6	0	0
Editor, Editoral Page	1	0	0
Editor, Financial			
Editor, Sports	11	0	1
132.017 Editor, Trade and Technical Publication			
131.067 Columist	3	0	0
132.067 Book Editor			
131.067 Editorial Writer	5	0	0
132.268 Reporter	19	1	1
132.267 Editorial Assistant	4	0	0
Telegraph Editor	1	0	0
209.387 Proof Reader	6	0	0
132.367 Index Editor			
131.067 Book Critic			
132.267 Copy Reader	6	0	0
141.061 Cartoonist			
INFORMATION COMMUNICATION			
203.582 Telegraph Typewriter Operator	7	0	0
230.667 Telegraph Messenger			
235.137 Telephone Operator Chief	29	2	2
235.462 Switchboard Operator	44	4	2
Telephone Operator	138	-1	7
236.562 Telegrapher			
Telegraph Agent	1	0	0
221.367 Service Clerk	5	0	0
237.367 Telephone Quotation Clerk	1	0	0

TOTALS
OFFICE OCCUPATIONS OE-14

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
INFORMATION COMMUNICATION			
249.367 Telephone Order Clerk	50	7	3
OFFICE AND PERSONNEL MANAGERS			
166.117 Personnel Manager	37	3	2
Assistant Personnel Manager	2	0	0
169.167 Office Manager	183	22	10
MAIL			
209.587 Mailclerk	264	10	17
OTHERS			
239.367 Service Representative	6	1	0
221.367 Assistant Expeditor	2	1	0
222.367 Expeditor	21	1	1

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
POLICE AND FIRE SCIENCE			
372.367 Jailer	2	0	0
372.667 Correction Officer	10	1	1
373.664 Firefighter	182	29	11
375.117 Police Chief	14	0	1
375.137 Desk Officer	33	6	2
375.263 State Highway Police Officer	4	0	0
375.367 Police Officer	269	99	18
375.267 Detective	24	8	2
375.587 Parking Enforcement Officer	9	2	1
377.167 Deputy Sheriff	36	8	2
379.167 Fish and Game Warden	3	0	0
168.267 Drives License Examiner			
379.364 Vehicle Safety Inspector	2	0	0
PLUMBING, AIR CONDITIONING, AND APPLIANCES			
637.261 Gas Appliance Servicer	18	1	1
Air Conditioning and Heating Mechanic	93	20	6
805.361 Boiler Mechanic			
826.381 Plumber	120	15	7
Plumber Apprentice	21	0	1
827.661 Household Appliance Installer	65	10	4
862.381 Steam Fitter	11	1	1
869.664 Plumber Helper	20	0	1
869.281 Furnace Installer and Repairer, Hot Air	6	0	0
HEAVY EQUIPMENT OPERATOR			
850.683 Bulldozer Operator	29	3	2
Power Shovel Operator	36	0	2
850.663 Stripping Shovel Operator	2	0	0
Blade-Grader Operator	12	1	1
Road Equipment Operator	467	38	25

TOTALS

TECHNICAL OE 16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
HEAVY EQUIPMENT OPERATOR			
859.683 Heavy Equipment Operator	201	15	11
921.663 Tractor Crane Operator	34	5	2
ELECTRICAL ELECTRONICS			
003.167 Telephone Engineer	3	0	0
933.187 Cental Office Equipment Engineer	5	1	0
821.131 Line Construction Supervisor	9	2	1
Telegraph Engineer	9	0	0
003.187 Commercial Engineer			
720.281 Television and Radio Repairer	84	9	5
729.384 Assembler, Electrical Accessories	599	49	32
824.281 Neon Sign Servicer	1	1	0
Electrician	96	15	6
Airport Electrician	1	1	0
828.251 Electronic Sale and Service Technician	5	0	0
828.281 Electronics Mechanic	34	0	2
829.281 Electrical Repairer	42	3	2
829.684 Electrician Helper	35	3	2
821.361 Line Servicer	201	19	11
824.261 Electrician	24	0	1
MECHANICAL			
638.281 Maintenance Mechanic	233	53	9
620.281 Motorcyle Repairer	16	11	2
620.261 Automobile and Bus Mechanic	331	46	19
600.280 Shop Mechanic	47	5	3
620.281 Wheel Alignment Mechanic	59	10	3
620.261 Automobile Tester	7	0	0
Construction Equipment Mechanic	12	0	1
699.687 Greaser	2	0	0

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
MECHANICAL			
620.281 Logging Equipment Mechanic	1	0	0
620.884 Construction Equipment Mechanic Helper	4	0	0
621.281 Aircraft Engine Mechanic	18	7	1
623.281 Motorboat Mechanic			
625.281 Diesel Engine Mechanic	119	15	7
626.281 Machine Repairer	84	8	5
Maintenance	2	0	0
629.281 Bakery Machine Mechanic			
CARPENTRY			
860.137 Carpenter Supervisor	22	2	1
860.281 Carpenter Inspector	28	3	2
Carpenter Maintenance	5	0	0
860.381 Carpenter	169	11	9
Carpenter Apprentice	3	0	0
Carpenter, Rough	11	1	1
869.664 Form Builder Helper	1	0	0
Shorer	1	0	0
Carpenter Laborer	37	0	2
Carpenter Helper, Maintenance	5	0	0
899.381 Maintenance Repairer Building	164	21	9
WELDING			
819.384 Welder-Combination	537	88	31
813.684 Brazer	9	0	0
819.687 Welder Helper	25	2	1
DRAFTING			
007.161 Drafter	159	83	12
005.281 Civil Drafter			
007.061 Tool Designer	1	0	0
007.281 Mechanical Drafter	9	0	0
033.281 Electrical Drafter	5	1	0

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
PAINTING			
741.684 Spray Painter	31	4	2
741.687 Painter Helper, Spray			
749.684 Painter-Touch-Up			
144.061 Painter	88	13	5
869.687 Painter Rough			
841.381 Paper Hanger	3	0	0
DRY CLEANING			
362.382 Dry Cleaner	41	5	2
Dry Cleaner Apprentice	4	0	0
362.686 Dry Cleaner Helper	9	0	0
363.684 Hat Blocker			
363.682 Presser	27	3	2
PRINTING			
208.685 Collator Operator Helper	49	2	3
209.688 Proofreader	22	1	1
221.167 Material Coordinator	20	1	1
222.387 Materials Clerk	20	1	1
627.281 Press-Maintenance Operator	23	2	1
976.687 Print Inspector	19	2	1
973.381 Printer	341	26	18
653.782 Folder Operator	25	2	1
653.585 Collating Machine Operator	41	3	2
699.682 Cutter Operator	38	2	2
929.687 Material Handler	18	1	1
Material Baler	11	1	1
971.381 Photoengraver	23	3	1
Opaquer	20	2	1
Photoengraver Finisher	6	0	0
Silk-Screen			
972.381 Transferrer I	13	1	1
973.381 Compositor Apprentice	10	1	1
Compositor	55	4	3
Job Printer	262	20	14
Typographer	2	0	0

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
PRINTING			
976.381 Projection Printer	7	0	0
977.381 Bookbinder	5	0	0
979.381 Pate-Up Copy Camera Operator	27	0	1
979.684 Print Shop Helper	72	5	4
TRUCK DRIVERS			
900.883 Concrete Mixing Truck Driver	96	3	5
903.683 Tank Truck Driver	26	0	1
904.383 Tractor Trailer, Truck Driver	288	56	17
905.663 Truck Driver-Heavy	431	51	24
906.683 Truck Driver-Light	396	44	22
292.353 Delivery Route Truck Driver	214	22	12
919.664 Teamster			
STONE, BRICK AND CONCRETE			
771.281 Stone Carver	4	0	0
771.381 Stone Cutter (Hand)	5	0	0
844.364 Cement Mason	24	0	1
Cement Mason Apprentice	9	0	0
861.381 Brick Layer	64	29	5
PHOTOGRAPHER			
143.062 Photo News	4	0	0
Photo Commerical	14	0	1
Photo Portrait	14	0	1
143.082 Photographer Aerial			
970.281 Photograph Retoucher	12	0	1
972.281 Process Artist	4	0	0
976.487 Photograph Finisher	11	0	1
976.667 Photograph Helper	10	1	1

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
PERSONAL SERVICES			
330.371 Barber	41	1	2
332.271 Cosmetologist	310	42	18
Hair Stylist	29	2	2
BUTCHER			
525.381 Butcher/All Around	179	27	10
METAL			
504.382 Heat Treater	22	2	1
519.683 Charger Car Operator	1	0	0
573.682 Burner	3	0	0
512.685 Furance Tender	12	2	1
518.682 Machine Molder	14	4	1
514.884 Pouring	6	0	0
518.381 Bench Coremaker	6	0	0
Heavy Coremaker	12	3	1
Heavy Molder	5	3	0
518.684 Coresetter	10	3	1
Jacket Shifter	22	15	2
518.685 Shell Coremaker	3	0	0
519.687 Sand Screener Operator	7	1	0
Jacket Changer			
600.280 Machinst	197	21	11
Pattern Maker	9	0	0
Structural Machinist	79	21	5
601.280 Tool Maker	56	23	4
Tool and Die Maker	65	5	4
604.685 Lathe Operator, Production	115	32	7
609.662 Numerical Control Machine Operator	12	0	1
613.382 Finisher	13	4	1
638.281 Millwright	104	25	6
726.687 Die Caster	33	2	2
804.281 Sheet Metal Worker	146	14	8
921.260 Slinger	4	1	0
929.687 Materials Handler	6	0	0
Ram-Up	9	3	1

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
WATCH REPAIR			
715.281 Watch and Clock Repairer	31	6	2
Clock Maker	4	0	0
AUTO BODY			
807.381 Automobile Body Repairer	68	6	4
WOOD			
149.281 Furniture Reproducer			
660.280 Cabinet Maker	32	1	2
762.684 Wooden Frame Builder	24	0	1
769.687 Woodworking Shop (Hand)	37	2	2
INDUSTRIAL CHEMIST			
029.361 Industrial Laboratory Technician	40	4	2
550.684 Dye Weigher			
550.685 Brine Maker			
Mixer	5	0	0
520.685 Mixing Machine Operator			
550.685 Powder Compounder	1	0	0
559.382 Make-Up Operator			
551.485 Purification Operator Helper	2	3	0
Screen Operator			
552.362 Monomer Purification Operator			
Still Operator Batch or Continuous	4	0	0
553.382 Autoclave Operator			
553.685 Drier Operator	4	0	0
558.260 Chief Operator	5	0	0
558.585 Chemical Operator	41	3	2

TOTALS

TECHNICAL OE-16 TRADE AND INDUSTRIAL OE-17

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
OTHERS			
003.167 Corosion Engineer	1	0	0
910.667 Railroad Conductor	3	0	0
221.168 Material Coordinator	27	4	2
358.687 Change House Attendant			
365.381 Shoe Repairer	7	0	0
557.382 Extruder Operator	149	115	13
557.564 Extruder Line Helper	4	0	0
716.382 Optical Technition			
730.281 Musical Instrument Repairer	7	3	1
899.381 Maintenance Repairer	12	0	1
910.364 Braker, Train	7	0	0
910.667 Railroad Switch Tender	4	0	0
951.685 Boiler Frier	6	0	0
196.263 Airplane Pilot			
Commercial	6	2	0
Photo			
Agriculture			

TOTALS

SUPERVISOR AND INSPECTOR

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
012.167 Production Planner	23	0	1
Tool Planner	1	1	0
183.117 Production Superintendent	51	4	3
184.117 Director Transportation	2	0	0
Operations Manager	50	12	3
184.167 District Water Control Supervisor	32	0	2
222.137 Tool Crib Supervisor			
Petroleum Inspector Supervisor			
222.367 Petroleum Inspector	42	16	3
369.137 Dry Cleaning Supervisor			
500.131 Plater Supervisor			
500.132 Sheet Manufacturing Supervisor			
504.131 Heat-Treat, Supervisor	30	2	2
504.281 Heat Treat Inspector			
504.387 Hardness Inspector			
509.130 Supervisor, Powdered Metal			
509.132 Supervisor Soaking Pits			
511.135 Filter Plant, Supervisor			
519.132 Supervisor Blast Furnace			
519.131 Foundry Supervisor	1	0	0
514.131 Inspector Chief, Foundry	11	1	1
514.687 Casting Inspector			
589.130 Mill Supervisor			
530.132 Supervisor Wood Room			
549.132 Supervisor Purification			
922.137 Loading Supervisor	4	0	0
558.260 Chief Operator, Chem.	31	2	2
183.167 Process Supervisor	9	1	1
559.381 Inspector, Plastic	14	1	1
570.130 Supervisor, Clay Preparation	3	1	0

TOTALS

SUPERVISOR AND INSPECTOR

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
570.132 Milling Supervisor Clay/Brick	3	0	0
601.130 Tool and Die Supervisor	2	0	0
601.281 Chief Gage Inspector	10	3	1
619.261 Inspector, Metal Fabrication	3	2	0
638.131 Shop Supervisor	22	1	1
638.181 Millwright Supervisor	6	0	0
692.130 Brush Fabrication Supervisor			
183.167 Production Supervisor	359	70	21
710.131 Special Assembles Supervisor	10	2	1
711.137 Supervisor, Optical Instruments			
716.687 Lens Inspector			
711.487 Inspector, Medical Garments			
712.137 Facepiece Line Supervisor			
Final Assembly and Packing Supervisor	4	0	0
712.687 Gager	3	0	0
Inspector Surgical Instruments			
713.130 Supervisor Optical Goods			
713.687 Eyeglass Frame Inspector			
193.162 Supervisor, Watches			
721.131 Supervisor, Electric Motor Testing			
722.131 Instrument Shop Supervisor			
723.132 Supervisor Fabrication Department	2	1	0
724.384 Armature Inspector and Tester	19	16	2
724.685 Weld Inspector	2	0	0
724.687 Components Inspector	28	2	2
724.130 Supervisor Laminating Laminator			

TOTALS

SUPERVISOR AND INSPECTOR

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
724.130 Coil Winder			
Coil Former			
726.130 Supervisor Electronic Assembler			
Printed Circuit Board Supervisor			
Testing Supervisor	1	0	0
727.130 Supervisor, Burning Forming and Assembly			
727.137 Supervisor Dry Cell Assembly			
727.685 Plate Slitter and Inspector			
727.687 Final Inspector (Electric Equipment)	15	1	1
723.131 Assembly Line Supervisor (Electric)			
733.137 Supervisor, Marking Devices			
733.687 Inspector, Rubber Stamp Die			
Inspector, Final Assembly Pen and Pencil	32	14	3
737.137 Chief Inspector	1	0	0
Assistant Chief Inspector Ammunition	1	0	0
739.134 Supervisor Assembly Room (Mortician Goods)			
739.387 Casket Inspector			
750.687 Tire Inspector			
Tire Valcanizer			
Tire Grover			
Tire Builder Retreader			
780.137 Supervisor Mattress and Box Springs			
Upholstery Department Supervisor			
801.381 Major Assembler and Inspector			
806.687 Final Inspector (Auto)	12	1	1
806.367 Fabrication Inspector (Aircraft)			

TOTALS
SUPERVISOR AND INSPECTOR

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
806.361 Aircraft Metal Worker			
806.387 Inspector Surface Processing			
809.130 Supervisor Metal Fabrication	13	1	1
809.131 Structural Steel Erector Supervisor	8	1	0
820.137 Transformer Assembly Supervisor			
806.130 Engine Assembly Supervisor			
821.131 Electrical Installation Inspector	2	0	0
822.131 Line Supervisor, Phone	10	0	1
822.287 Line Inspector	2	0	0
822.381 Lineman Repair	32	2	2
Telephone Inspector Station Installer	54	7	3
824.683 Night Patrol Inspector			
829.131 Cable Supervisor	1	0	0
Electrician Supervisor	4	0	0
840.131 Painter Supervisor			
843.137 Waterproofing Supervisor			
853.133 Asphalt Paving Supervisor			
860.131 Joiner, Supervisor Boat			
862.137 Mains and Service Supervisor	3	0	0
863.134 Building Insulation Supervisor			
869.131 Concreting Supervisor	1	0	0
891.137 Maintenance Supervisor	17	1	1
899.133 Labor Crew Supervisor	5	0	0
899.137 Airport Maintenance Chief			
909.137 Garbage Collection	17	1	1
914.132 Supervisor Field Pipe Line	3	0	0
869.134 Supervisor Pipeline Maintenance	1	0	0
915.134 Tire Service Supervisor	3	1	0
920.132 Packaging Supervisor			
920.687 Can Inspector			

TOTALS
INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
794.687 Inserter (Paper Goods)	8	0	0
500.362 Electrogalvanzing Machine Operator	6	0	0
500.380 Plater			
500.686 Laborer, Electro-Plating			
501.682 Anodizer	1	0	0
502.382 Fluoroscope Operator	13	0	1
502.682 Casting Machine Operator			
502.664 Blast Furnace Keeper	3	0	0
Mill Helper	4	0	0
Steel Pourer	5	0	0
Steel Pourer Helper	3	0	0
502.687 Furnace Helper	4	0	0
504.380 Induction Machine Setter	10	1	1
504.685 Flame Hardening Machine Operator			
504.686 Charger-Operator Helper			
509.462 Alodize-Machine Operator			
Metal Spraying			
509.685 Alodizer-Machine Helper			
Coater Operator			
509.382 Dental Amalgam Processor			
509.584 Test Preparer			
509.685 Electrostatic Separator Operator			
Impregnator			
Scrap Baller	2	0	0
510.685 Mixer			
Pug-Mill Operator			
Sturry-Controler			
511.662 Clarifier Operator			
511.485 Thickener Operator			
511.687 Blanket Washer			
512.362 Furnace Operator	1	0	0
Pig-Machine Operator			
512.687 Condenser Setter			
513.565 Kiln Operator			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.		NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
514.684	Caster	1	0	0
	Ladler	1	0	0
515.685	Batch Maker	6	0	0
519.684	Mold Dresser	8	0	0
519.687	Flux Tube Attendant			
519.685	Kettle Operator			
502.682	Casting Machine Operator	27	2	1
529.684	Sieve Maker			
534.380	Carbon Paper Coating Machine, Setter			
534.682	Carbon Coater Machine Operator			
	Air/Drier Machine Tender			
534.686	Combine Operator Helper	2	0	0
540.682	Lube Oil Compound			
	Grease Maker			
	Asphalt Blender	6	0	0
540.686	Compound Helper	5	0	0
	Blender	2	0	0
541.382	Coal Washer	1	0	0
	Crude Oil Treater			
	Lead Recovery Worker			
549.362	Still Pump Operator	38	7	2
549.260	Absorption Plant Operator	4	0	0
543.682	Drier Operator (Mining and Quarrying)	10	1	1
	Still Operator			
549.685	Graphite Pan Drier Tender			
	Asphalt Plant Drier Operator			
544.565	Grinder, Carbon Plant	17	5	1
549.132	Supervisor Treating and Pumping	1	0	0
549.362	Grease Making, Head Treater			
	Cooling Tower Operator	4	0	0
549.687	Laborer, Petroleum Refinery	63	9	4

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
550.381 Shader, Print Factory Tinter			
550.382 Carter Operator			
539.685 Pulp Machine Operator			
550.685 Mixer			
550.382 Operator Catalyst Concentration			
550.684 Paint Mixer Hand			
Sample Color Maker			
Dye Weigher (chemical)	5	0	0
550.485 Paint Mixer, Machine	49	3	3
550.685 Batch Mixer			
550.585 Thinner			
550.685 Brine Maker	8	1	0
Powder Compounder	17	1	1
Blender	4	0	0
Cellophane Bath Mixer			
Color Mixer	2	0	0
Desulfurizer Floor-person			
Mixing Machine Operator			
550.587 Make-Up Operator Helper	16	1	1
551.582 Hydraulic Strainer Operator			
551.685 Centrifuge Operator	3	0	0
Grease Refiner Operator			
551.362 Purification Operator			
Purification Operator Helper	8	0	0
Screen Operator	31	2	2
551.686 Hopper Feeder (Grease and Tallow)			
552.362 By-Products Recovery Still Operator	18	1	1
556.362 Monomer Purification Operator	5	0	0
Still Operator Batch or Continuous	20	0	1
552.685 Ammonia Still Opeator			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.		NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
553.382	Auto Clave Operator	4	0	0
559.585	Aging Room Operator			
552.362	Purification Operator			
553.382	Evaporator Operator	1	0	0
553.684	Heat Welder, Plastics	1	0	0
553.665	Drier Operator, Chemicals	27	2	1
558.382	Burner Operator, Chemicals			
554.587	Roll Inspector, Plastics			
554.682	Roll Operator			
	Hose Maker Machine Operator	44	45	4
555.682	Roller Mill Operator Paint Factory	19	1	1
750.685	Tire Recapper	2	1	0
562.685	Glue Size Machine Operator			
569.685	Glue Machine Operator Electronic			
570.482	Clay Maker	43	1	
570.382	Mill Operator	1	1	0
575.662	Clay Dry Press Operator	1	1	0
570.382	Crusher Operator	3	1	0
	Silica Mixer Operator			
570.683	Dry Pan Charger	1	0	0
570.685	Lime Shaker			
	Clay Mixer			
570.665	Dry Pan Operator			
570.485	Glaze Maker			
570.685	Pug Mill Operator	7	1	0
570.687	Batch Mixer	9	0	0
571.685	Burner Tender	13	5	1
573.132	Burning Supervisor	1	0	0
573.687	Sorter, Clay/Brick	2	0	0
573.462	Lime Kiln Operator			
	Rotary Kiln Operator			
	Vertical Kiln Operator	1	0	0
573.382	Tunnel Kiln Operator	1	0	0
573.682	Kiln Burner	6	2	0
	Drying Tunnel Operator			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
573.684 Setter, Clay/Brick	1	1	0
573.685 Kiln Operator Helper			
Drying Machine Operator	2	1	0
573.686 Glass Vail Bending Conveyor Feeder			
Hacker	4	1	0
Kiln Placer			
573.687 Bedder			
Kiln Worker	1	1	0
Kiln Cleaner			
574.130 Glaze Supervisor	1	0	0
574.367 Tile Shader			
574.682 Spray Machine Operator			
574.684 Ground Layer			
575.682 Press Operator	3	0	0
575.130 Press Supervisor			
575.687 Press Pipe Inspector			
575.382 Brick and Tile Making Machine Operator	1	1	0
575.682 Press Operator			
575.684 Hand Molder	8	1	0
575.665 Concrete Pipe Making Machine Operator	3	0	0
575.685 Die Presser	1	1	0
579.687 Mica Patcher			
Glass Inspector			
579.685 Drier and Grinding Tender			
579.685 Glass Cleaning Machine Tender			
779.687 Mica Sizer			
590.885 Etcher, Printed Circuit			
599.685 Painting Machine Operator			
Broom Dipper	1	0	0
600.281 Machine Builder			
601.280 Tool Machine Set-Up Operator	44	22	3
Tool and Die Maker Apprentice			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
601.281 Tool Inspector	6	0	0
601.682 Tool Dresser (Any Ind)	5	0	0
603.280 Tool Grinder Operator	20	0	1
603.382 Printing Roller Polisher			
604.685 Cut Trimming Machine Operator	6	0	0
Metal Fabricator Machine Operator	320	53	19
607.682 Machine Cutter Operator	50	4	3
614.482 Extruder Operator Lead (Forging)	21	20	2
616.685 Coil Assembler, Machine			
Pocketed Machine Operator			
619.360 Metal Fabricator	145	34	9
699.686 Machine Feeder (Any Ind.)	27	2	1
620.381 Mechanical Unit Repairer	6	0	0
630.381 Valve Detailer	1	0	0
Valve Inspector	1	0	0
638.261 Automated Equipment Technicians	22	3	1
638.361 Machine Assembler			
640.685 Book Trimmer			
641.685 Cover Stripper			
Box Lining Machine Feeder	4	3	0
653.685 Bindery Worker			
Book Sewing Machine Operator			
650.582 Linotype Operator	4	0	0
650.685 Typesetting Machine Tender			
652.382 Cloth Printer			
Box Printer	6	2	0
659.686 Jogger	1	0	0
664.382 Wood Turning Lathe Operator	9	0	0

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
665.382 Wood Carving Machine Operator	2	0	0
665.485 Glue Jointer Helper	1	0	0
665.682 Router Operator	6	0	0
Bandsaw	6	0	0
Edger	9	0	0
Ripsaw	3	0	0
Log-Cut-Off Sawer	11	0	1
Sawmill Worker	46	3	2
669.662 Box Blank Machine Operator			
669.380 Woodworking Machine Operator	38	12	3
669.686 Chain Worker			
Box Blank Machine Operator Helper			
Woodworking Machine Feeder			
677.682 Stone Cutter Machine			
677.685 Splitter Operator			
683.686 Battery Loader			
690.685 Tire Buffer			
692.682 Strapping Machine Operator			
Broom Stitcher	3	0	0
692.665 Braiding Machine Tender	93	101	10
700.684 Silverware Assembler			
Hollow Handler Knife Assembler			
700.687 Bench Worker, Hollow Handle			
704.684 Etcher			
705.684 Mold Finishes			
706.381 Sub Assembler	5	10	1
706.361 Assembler	4	4	0
706.684 Air Conditioning Coil Assembler	2	0	0
Plumbing Hardware Assembler	6	5	1
710.281 Electronic Scale Assembler and Tester			
716.687 Lens-Blank Gager			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
716.682 Cutter			
716.382 Lens Grinder			
Bench Worker Mounter			
713.681 Contact Lens Flashing Puncher			
712.884 Metal Finisher	1	0	0
713.684 Assembler, Frame			
Assembler			
Final Inspector			
713.682 Metal Frame Inserter			
715.685 Timing Machine Operator			
715.384 Balance Assembler			
721.281 Electric Motor Assembler Tester	161	109	14
Tester, Motor and Controls	4	0	0
721.381 Electric Motor Controls Assembler			
Electric Generator Assembler			
721.484 VibroMeter Block Tester			
Armature-Winder			
Stator Winder	212	161	19
Commutator Assembler	111	0	16
Brush Holder and Assembler			
722.681 Electronic Sensing Equipment Assembler			
724.381 Transformer Assembler			
Adjuster, Electrical Contacts			
Coil Winder			
729.281 Electronics Technician Automated Process			
Electronics Assembler Developmental	38	3	2
729.684 Capacitor Assembler			
Capacitor Winder			
Crystal Unit Assembler			
Filter Assembler			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
729.684 Semiconductor Assembler			
Speaking Unit Assembler			
Printed Circuit Assembler			
726.687 Metal Base Reclaimer	2	0	0
727.384 Battery Tester	2	0	0
727.684 Battery Assembler			
727.687 Acid Dumper			
Acid Filler			
Battery Stacker			
Battery Container Finishing			
Forming Process Line Worker			
Lead Caster			
729.484 Lamination Stacker			
729.687 Assembler, Electric Accessories			
733.687 Assembler Marking Devices			
Grooving Machine Operator			
739.481 Casket Assembler	30	0	2
Body Maker			
Molding Fitter			
Panel Fitter			
Top Frame Fitter			
Top Frame Maker			
739.684 Brush Material Preparer			
Broommaker			
739.685 Mop Machine Operator			
Mop Handle Assembler			
Mop Maker			
762.684 Box Maker, Wood	14	-4	1
762.687 Box Inspector			
Box Squarer			
Box Repairer			
Woodenware Assembler	6	0	0
Gluer	4	0	0
Glue and Wedge Operator	2	0	0
Hardware Assembler			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
779.684 Concrete Fitter	6	0	0
Concrete Pipe Maker	2	0	0
779.687 Glass Bulb Silverer			
759.584 Mattress Inspector	1	0	0
Mattress Filling Machine Tender	2	0	0
780.684 Mattress Finisher	2	0	0
Matress Maker	3	0	0
Pocket Springs Assembler	1	0	0
Box Spring Tender			
Spring Assembler	13	1	1
Box Spring Maker			
Cushion Builder			
Upholsterer			
Upholster Cutter			
Upholster Trimmer			
Cushion Maker			
780.687 Mattress Spring Encaser	2	0	0
Mattress Stripper			
Pocketed Spring Inspector			
Spring Coverer			
787.682 Awning Assembler			
794.684 Box Maker, Paperboard			
795.687 Box Coverer, Hand			
800.662 Riveter, Hydraulic			
800.684 Riveter, Pneumatic	2	0	0
801.684 Reinforcing Steel Placer			
801.261 Fitter (Any Ind.)			
801.361 Assembler Mining Machinery			
Blower and Compressor Assembler			
Structural Steel Worker	6	0	0
801.684 Case Assembler	2	0	0
Jig Fitter	1	0	0
801.687 Frame Assembler	4	0	0
Fitter Helper			
806.484 Metal Fabricator	20	2	1

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
806.684 Utility Assembly	17	11	1
806.381 Assembler Electro-Mechanical			
Trailer Assembler	82	3	4
Assembler Installer General	4	0	0
806.684 Mechanical Assembler	33	2	2
Framer	253	101	18
Cabinet and Trim Installer	83	16	5
Door Installer	11	0	1
Window Installer	14	2	1
Roof Panel Hanger	11	0	1
Side Panel Hanger	21	1	1
Honeycomb Blanket Maker, Aircraft			
Motorcycle Subassembler			
Overlay Plastician			
807.281 Truck Body Builder	13	1	1
807.684 Mechanical Assembler Paneling	4	0	0
Boat Patcher Plastic	4	0	0
Assembler Deck and Hull	33	2	2
Subassembler	31	1	2
Brunisher and Bumper	9	1	1
809.381 Tubular Products Fabricator	8	0	0
Structural Steel Lay-out Worker	16	0	1
Fabricator Assembler Metal Products	356	24	19
Tank Setter	1	0	0
Ornamental Iron Worker	7	0	0
Ornamental Iron Worker Apprentice	6	0	0
809.684 Grinder Chipper			
Assembler Production Line	6	0	0
Drillers, Aircraft			
Casket Assembler, Metal			
820.261 Electrician Powerhouse	4	0	0

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
820.261 Electrician Substation			
820.662 Motor Room Controller			
820.361 Electric Motor and Generator Assembler			
Transformer Assembler			
Regulator Inspector			
821.361 Electric Meter Installer	11	0	1
821.381 Electric Meter Tester	1	0	0
821.361 Line Repairer	11	0	1
Cable Installer-Repairer			
824.684 Neon Tube Pumper			
827.361 Air Conditioning Unit Tester			
827.661 Household Appliance Installer	1	0	0
827.384 Refrigerator Tester	1	0	0
827.584 Gas Leak Tester	1	0	0
827.684 Cooler Assembler	4	0	0
Air Conditioning Installer	2	0	0
828.381 Equipment Installer Phone, Telegram	12	1	1
Cable Splicer, Electric Company	2	1	0
829.667 Cable Splicer Helper	3	0	0
840.684 Glass Tinter			
844.461 Concrete Stone Finisher	1	0	0
849.665 Cement Gun Nozzleman			
844.684 Concrete Rubber			
849.684 Boat Buffer Plastic	1	0	0
869.664 Pipe Layer			
869.687 Asphalt Plant Worker	2	0	0
Asphalt Raker	1	0	0
853.685 Asphalt Heater Tender	1	0	0
859.682 Foundation Drill Operator			
869.664 Foundation Drill Operator Helper			
869.687 Air Hammer Operator			

TOTALS

INDUSTRIAL AND ASSEMBLY LINE - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
869.481 Awining Marker and Installer	2	0	0
869.683 Tamping Machine Operator			
869.684 Veneer Stapler Billboard Erector			
869.687 Concrete Pump Operator Helper Concrete Float Maker			
914.132 Station Operator or Chief	5	0	0
914.168 Dispatcher Chief			
914.368 Dispatch Relay	1	0	0
914.384 Pipeline, Gager	23	0	1
869.564 Line Walker, Pipe Line-Petroleum	3	0	0
914.382 Pumper, Petroleum	15	0	1
920.685 Filling Machine Operator	2	0	0
929.686 Feed-in Worker			
930.130 Tool Pusher	19	0	1
930.382 Driller, Petroleum	48	4	3
930.683 Derrick Worker Well Service	60	3	3
930.382 Well Puller	33	3	2
930.684 Roughneck, Petroleum	94	7	5
950.585 Ventilation Equipment Tender			
979.684 Print-Shop Helper			

TOTALS

SERVICE AND CONSTRUCTION - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
Tool Clerk	5	1	0
184.167 Service Supervisor	1	0	0
184.163 Dispatcher	21	0	1
222.367 Dispatcher Clerical	7	0	0
255.257 Traffic Agent	3	1	0
323.687 Beauty Parlor Cleaner			
Cleaner (Housekeeping)	4	0	0
331.674 Manicurist	3	0	0
359.673 Chauffeur Funeral Car and Domestic Service	7	0	0
362.684 Furniture Cleaner	7	6	1
365.674 Shoe Repairer Helper	5	0	0
372.667 Flager	1	0	0
379.362 Radio Dispatcher	65	6	4
382.664 Janitor	1,172	122	65
389.687 Window Cleaner	4	0	0
555.687 Scale Operator			
809.381 Pneumatic Tool Operator	3	0	0
637.684 Gas Fitter Helper	13	5	1
209.567 Meter Reader	12	0	1
Regulator Repairer			
710.381 Water Meter Repairer			
Gas Meter Mechanic			
729.281 Electric Meter Repairer	2	0	0
806.184 Mobil Home Installer			
619.484 Ornamental Iron Worker Helper	3	0	0
376.367 Alarm Investigator			
823.361 Television Installer	11	2	1
210.362 Distribution Accounting	5	0	0
Clerk Checker			
827.485 Gas Charger Refrigeration			
829.261 Complaint Inspector			
829.684 Cable Puller			
869.664 Water Proofer	75	19	5
849.665 Cement Gun Mixing Machine			
Cement Gun Operator			
869.687 Cement Mason Helper			
Concrete Vibrator Operator			

TOTALS

SERVICE AND CONSTRUCTION - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
850.684 Excavator (Any Ind.)	60	0	3
862.381 Gas Main Fitter	17	1	1
869.687 Laborer, Plumber	10	0	1
869.664 Insulation Installer	7	1	0
Insulation Worker	3	0	0
863.685 Insulation Power Unit Tender			
866.381 Roofer	23	0	1
Roofer Apprentice	8	0	0
869.664 Corrugated Sheet Metal Sheeter	12	0	1
869.687 Roofer Helper	10	0	1
891.687 Furnace Cleaner			
899.484 Mobil Home Repairer	2	0	0
House Trailer Lot Utility	2	0	0
869.664 Septic Tank Servicer	2	0	0
910.137 Freight Loading Supervisor	12	2	1
910.137 Station Agent I	51	3	3
913.167 Dispatcher Motor Transportation	5	0	0
912.364 Airport Attendant			
214.362 Traffic Rate Clerk	2	0	0
912.687 Line Service Attendant	3	1	0
913.167 Taxicab Dispatcher	11	0	1
913.463 Taxi Driver	26	0	1
915.137 Car Wash Supervisor	6	0	0
915.867 Automobile Service	305	19	16
Station Attendant	56	3	3
915.477 Self-Service Service	56	11	3
Station Attendant	97	7	6
915.667 Tire Repairer			
922.687 Lumber Handler			
922.667 Yard Worker, Building Materials	96	3	6
952.362 Substation Operator	1	0	0
952.464 Cable Maintainer	3	0	0
953.132 Superivisor, Liquidification and Regassification	19	0	1
953.367 Gas Meter Checker	2	0	0
953.382 Gas-Pumping Station Operator	16	1	1

TOTALS

SERVICE AND CONSTRUCTION - REPETITIVE TASK OCCUPATIONS

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
953.167 Gas Dispatcher	4	0	0
953.364 Gas Meter Installer	2	0	0
954.564 Water Meter Installer	1	0	0

TOTALS

LOW SKILLED

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
239.588 Meter Reader	45	2	2
230.667 Telephone Directory Deliverer	1	0	0
292.457 Newspaper Carrier			
335.677 Cooling Room Attendant	9	0	0
509.686 Laborer General (Iron and Steel)	825	256	54
559.686 Laborer (Rubber Goods)	265	22	14
579.686 Laborer Concrete Mixing Plant	6	0	0
579.687 Laborer General (Brick and Tile)	216	23	12
705.687 Laborer (Grinding and Polishing)	52	2	3
733.685 Typewriter Ribbon Winder			
809.687 Manufacturing Helper (Aircraft and Aerospace Mfg.)	403	65	23
843.687 Water Proofer Helper	2	0	0
869.664 Construction Worker I	78	22	5
910.687 Freight Car Cleaner	19	1	1
899.687 Laborer Airport Maintenance	6	2	0
914.687 Laborer (Pipe Line)	11	2	1
920.685 Packager, Machine Operator (Any Ind.)	38	3	2
Bottle Washer, Machine	5	0	0
Filling Machine Operator Soft Drink	6	0	0
Packager, Machine	58	3	3
Packager, Sealer	22	1	1
920.587 Packaging Attendant (Any Ind.)	112	12	6
939.687 Company Laborer (Mining and Quarrying)	15	0	1
969.687 Roust Abouts	69	4	4

TOTALS

SHORT - LENGTH SKILL TRAINING

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
007.161 Engineering Assistant	4	0	0
010.267 Scout			
018.167 Surveyor	4	0	0
020.067 Engineering Analysist			
184.267 Traffic Freight Consultant	1	0	0
199.361 Radiographer			
Industrial X-Ray Technician	6	0	0
869.864 Carpet Layer	49	7	3
299.364 Drapery and Upholstery Measurer	6	4	1
869.367 Measurer and Estimator	7	2	0
864.687 Carpet Layer Helper	19	3	1
503.685 Sand Blaster (Any Ind)	1	0	0
570.382 Crusher Operator	14	0	1
609.782 Wheel Alignment Mechanic	4	0	0
620.281 Mechanic, Industrial Truck	4	0	0
639.281 Sewing Machine Repairer	9	0	0
639.681 Bicycle Repairer	3	0	0
685.685 Pattern Assembler Textile			
700.281 Silversmith			
Mold Maker			
Jeweler	2	0	0
700.381 Stone Setter	4	2	0
Hammersmith Silverware			
Saw Filer	6	2	0
Solderer, Jewelry			
709.281 Locksmith	2	0	0
724.381 Transformer Repairer (Any Ind.)			
724.685 Element Winder (Inst. & App.)			
724.684 Motor and Generator Brush Maker			
Commutator -V- Ring Assembler	3	0	0

TOTALS

SHORT - LENGTH SKILL TRAINING

OCCUPATIONAL TITLE AND D.O.T.	NUMBER EMPLOYED 1978	GROSS NUMBER OF NEW ADDITIONS FOR 1980	GROSS NUMBER OF NEW ADDITIONS FOR 1981
733.381 Rubber Stamp Maker			
737.687 Explosive Operator	188	13	10
763.381 Furniture Finisher	6	0	0
Furniture Finisher Apprentice			
763.684 Furniture Assembler			
772.681 Glass Blower Laboratory Apparatus			
722.482 Glass Blowing Lathe Operator			
775.381 Engraver (Glass Products)			
Glass Decorator			
775.584 Glass Calibrator			
775.684 Glass Cutter	8	0	0
Glass Grinder			
Glass Finisher			
806.281 Test Driver (Auto Manufacturer)	8	3	1
809.281 Lay-Out Worker (Any Ind.)	1	0	0
859.261 Blaster (Any Ind.)	1	0	0
939.362 Crusher Operator (Any Ind.)	6	0	0
869.381 Sign Erector I			
960.362 Motion Picture Projectionist	18	0	1
970.381 Sign Painter	11	2	1

TABLE XVII-C (Continued)

ENVIRONMENTS IN WHICH PRESCHOOL[1] HANDICAPPED CHILDREN
WERE SERVED DURING SCHOOL YEAR 1977-78

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE FACILITIES	OTHER EDUCATIONAL ENVIRONMENTS
ALABAMA[3]			-		12	-	-	-
ALASKA	2	1		1	7	3	-	1
ARIZONA					-		-	-
ARKANSAS			11	9	16	-	42	-
CALIFORNIA	1,626	214	0	50	949	1,103	0	37
COLORADO[4]					4	206	2	13
CONNECTICUT	4	2	10	1	10	14	20	3
DELAWARE			3				15	-
DISTRICT OF COLUMBIA	28	1	8	7	10	11	-	4
FLORIDA[3]				91	37	81	64	0
GEORGIA	28	4		29	13	59	-	18
HAWAII		9	8			4	12	-
IDAHO	24	4	6	2	18	2	3	-
ILLINOIS	0	189			0	472	-	-
INDIANA					22	115		-
IOWA		0			6	81	44	39
KANSAS					6	5	0	0
KENTUCKY	9			99	4	4	1	161
LOUISIANA	0	56	0	13	0	117	2	7
MAINE	28	9	9	0	4	1	3	0
MARYLAND	4	2	0	17	0	31	33	22
MASSACHUSETTS	24	6	16	1	140	11	96	3
MICHIGAN	1	0	0	10	96	489	3	25
MINNESOTA	24	5	3	8	62	79	71	11
MISSISSIPPI		-	-	12	-	28	2	11
MISSOURI	27	11		-	10	16	-	2
MONTANA	9	1	0	0	17	6	0	0
NEBRASKA			-	3	-	50	-	-
NEVADA			41		-	1	2	2
NEW HAMPSHIRE	1	1	7	13	1	1	24	26
NEW JERSEY	4	24	1		20	177	18	-
NEW MEXICO	-	-			-	-	-	-
NEW YORK	113	602	67	65	40	131	68	56
NORTH CAROLINA		14		5		158	41	4
NORTH DAKOTA	-	4			-	13	-	-
OHIO[3]					-	-	81	-
OKLAHOMA	22	46	-	12	9	68	12	3
OREGON	12	1	1	11	32	3	15	2
PENNSYLVANIA[4]					0	357	48	0
PUERTO RICO	-	38	18	21	-	7	4	17
RHODE ISLAND	78	22	0	52	20	3	0	0
SOUTH CAROLINA	102	10			72	82	-	-
SOUTH DAKOTA	15	1			27	3	-	-
TENNESSEE	49	10	1	120	20	80	5	2
TEXAS	384	60	3	1	211	198	77	976
UTAH	6	4	4	1	3	-	7	7
VERMONT					-	-	-	-
VIRGINIA	9	4	10	16	33	52	89	11
WASHINGTON	0	7	1	0	3	89	17	0
WEST VIRGINIA	0	1	4	10	0	22	3	0
WISCONSIN	52		19	7	167		46	-
WYOMING	4		10		7	-	31	-
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM				-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	1	0	0
TRUST TERRITORIES	3	0	3	0	8	0	5	0
VIRGIN ISLANDS	0	0			0	1	-	-
BUR. OF INDIAN AFFAIRS	1					1		-
U.S. AND TERRITORIES	2,701	1,393	372	749	2,139	4,690	1,006	1,463